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ABSTRACT

To determine the impact of the middle/junior high level Practical Arts Program from the Kentucky State Department of Education, an experimental/control group design was used in testing students at two junior high schools. The Career Maturity Inventory (CMI) and the School Sentiment Index (SSI) were administered, pre- and posttest, to measure career maturity and attitudes toward school. The experimental program provided opportunity to explore a diversity of career roles in classes developed around and consistent with the occupational cluster concept. An evaluation system for career education programs was produced, consisting of a series of survey instruments to obtain data from teachers, students, administrators, parents, and businesses. Recommendations based on the findings include the following: (1) An advisory committee of parents and businessmen should be organized to provide input into program development, (2) inservice education should be provided at least once a year for teachers and administrators involved in a career exploration program, (3) schedule changes should be made to provide ninth grade students more opportunity to explore careers, (4) a fulltime career exploration coordinator should be placed in the schools to facilitate teachers and students in the career exploration program, (5) additional materials and resources are needed from the State level, and (6) teachers need to involve parents and businesses in their career activities and provide additional out-of-classroom activities for students. Research design, data analysis, and findings are included. Appendixes include instruments used in the study.

(TA)

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FINAL REPORT

AN EXPERIMENTAL STUDY TO DETERMINE
THE IMPACT OF CAREER EXPLORATION ON CAREER
MATURITY AND ATTITUDES TOWARD SCHOOL OF
JUNIOR HIGH STUDENTS IN BULLITT COUNTY

by

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June, 1976
Hebron Jr. High School
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ABSTRACT

TITLE OF PROJECT - An Experimental Study to Determine the Impact of Exploratory Career Education on Career Maturity and Attitudes Toward School of Junior High School Students in Bullitt County, Kentucky.

PROJECT DIRECTOR - Mrs. Karen K. Travis

PROJECT DURATION - August 1975 - June 1976

OBJECTIVES - To determine the impact of Exploratory Career Education on Career Maturity and Attitudes Toward School at Hebron Junior High School.

PROCEDURES - Seventh, Eighth and Ninth grade students at Hebron Junior High and Mt. Washington Junior High Schools were examined in this study. A test was conducted in the early part of the fall semester of both the Control and Experimental groups, followed by a second testing period toward the end of the spring semester. Testing was done under the direction of the Project Director. Data obtained from the Experimental and Control groups were compared to see if a difference occurred in scores for Career Maturity and Attitudes Toward School. Appropriate inferential statistical techniques were computed, utilizing existing computer programs.

CONTRIBUTION TO EDUCATION - This was one of the first research projects to be conducted to determine the effects of the Practical Arts Program from the Kentucky State Department of Education. The results show weaknesses and strengths in the program for possible improvement and additions to the program. Furthermore, it indicates to Hebron Junior High the effects of this program on its students and shows to the rest of the State possibilities for adoption of the program into other junior high school programs.

PRODUCTS OF THE PROJECT - The project produced an evaluation system for Career Education Programs. The system consists of a series of survey instruments to obtain data from teachers, students, administrators, parents and businesses.

ACKNOWLEDGMENTS

The Project Director wishes to thank the teachers, administrators, and counselors of the participating schools for their support and cooperation. Specifically Mr. Tom Collins, Principal, Hebron Junior High School, Mr. Cecil Mattingly, Principal, Mt. Washington Junior High school, Mrs. Sue Powell, Assistant Principal, Mt. Washington Junior High School, Mr. Ray Foster and Mr. Glenn Gray, Assistant Principals, Hebron Junior High School. Without their most cooperative participation, this research could not have been carried out to its completion.

Special appreciation is given to Dr. Ronald Adams and Mr. John Ward at Western Kentucky University and Mr. Mark Newton, Ohio State University for their untiring efforts and assistance.

The Project Director wishes to thank Miss Becky Eskridge, student at Hebron Junior High School for her assistance to the project director.

A special debt is owed to the Project Director's family for their patience and understanding through the course of this research.

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CHAPTER I

INTRODUCTION

Early in the 1950's a shift in orientation from "occupational choice" to "vocational development" resulted in a realization that new descriptors and measurement techniques were required to assess developmental vocational behavior. Bailey states that Dysinger appears to be among the first to indicate the need for a term .."to express the vocational implication of maturation."

In Bailey's book, Career Education, he indicated that Super was the first to attempt an operational definition of Vocational Maturity. "The term vocational maturity is now used to denote the degree of development, the place reached on the continuum of vocational development from exploration to decline. Vocational maturity may be thought of as vocational age, conceptually similar to mental age ... The place reached on the vocational development continuum may be described not only in terms of the gross units which constitute the life stages but also in terms of much smaller and refined units." ¹

Bailey also cites a recent monograph by Crites in which Crites elaborated on Super's concept of vocational maturity. Crites retains Super's dimensions III and V but synthesized the other three into what he calls "Vocational Choice Competencies" and "Vocational Choice Attitudes."

Like Super, and Gibbons and Lohnes, Crites assumes that the construction of vocational maturity is multidimensional with each dimension composed in turn of various vocational behavior variables.²

¹Larry J. Bailey, Career Education - New Approaches to Human Development, McKnight, 1973, p. 98-99.

²Ibid, p. 99-101.

Career development education begins when youngsters become aware of roles in our society. "Thinking about occupational roles begins very early in our society, perhaps even prior to kindergarten in some cases. Thus, occupational decision making is more or less a continuous process which in our society begins as a tentative groping search for self awareness, which interfaces with occupational awareness. Thus, processes referred to as "career development" can be roughly divided into the six components, which prescribe themselves to levels of education. These components, of necessity, do and should overlap to accommodate individual needs at a given time. Thus, career development is a "complete program" needed by an individual to understand, identify with, make a choice in, prepare for, enter into, achieve success in, and even change occupational goals. 3

Although career education has undergone a renewed emphasis in Kentucky and the Nation, there have been few efforts to determine the impact on students of such programs.

Ristau in his paper to the Annual Research Conference states that "the transitional years of the junior high educational level provide some unique opportunities to relate to the career development of youth." 4

Greene at Kansas State University attempted to determine if exposure to the concepts of career education increases career maturity and career competencies of junior high and senior high school students in grades 7-12. Greene concludes that "an experimental career education program can effectively increase the maturity of career attitudes and also appeared effective in fostering gains on career competencies." 5

In the final evaluation report for the Career Development Exemplary Project of Washington D.C. Schools by Hugh Peck, the following conclusions were drawn:

1. Students in career education programs have a more positive self concept than others.

³Louise Keller, "Career Development - An Integrated Curriculum Approach, K-12." Career Education: Prospective and Promise, Merrill, 1972, p. 189.

⁴Robert A. Ristau, "Career Education at the Junior High Educational Level - A Time For Career Exploration Plus," 1973.

⁵Stanley Greene, "The Relationship Between a Developing Career Education Program and the Career Maturity of Secondary School Students." Unpublished Doctoral Dissertation, Kansas State University, 1973.

2. Primary and elementary students in the CDEP program have a more positive attitude toward school, teachers and learning than others. 6

Career education began at Hebron Jr. High School in 1973 because a need was felt by the administration and faculty to make the junior high school experience as beneficial and enjoyable as possible for the student. The faculty wanted to create an atmosphere of learning that would not be looked upon as "post elementary" years or "pre-high school" years. The current trend of career education seemed to be a practical approach to making the junior high years more relevant and interesting to the young adolescent. Career education also seemed to be consistent with Hebron's philosophy of exposing students to a broad range of experiences that would enable them to make wise decisions in the future.

In August of 1973, a career education inservice program was conducted for the Hebron faculty and administration by staff of the Curriculum Development Center and the Practical Arts Unit of the Kentucky Bureau of Vocational Education. During the five day workshop, teachers worked together to integrate the cluster guides into the regular classroom instructional program. Specific career orientated classes, such as Home Economics, Business and Office and Industrial Arts utilized cluster guides in these areas.

After a year of field testing the curriculum guides from the State Department of Education was completed, the curriculum was adopted for use at Hebron Junior High School.

In 1974, Hebron established a career resource room for the students. This room is located in the library where more students have exposure to it. The resource room is equipped with career pamphlets, filmstrips, cassettes and career comic books. It is also equipped with the Kentucky VIEW system with career microfiche provided by the Bureau of Vocational Education. Students are encouraged to view this material at their discretion.

Students have the opportunity to explore occupations in actual business settings through a "shadowing" program. Students are placed in local businesses for a morning and are under the supervision of a worker on the job for the time spent at the particular business. Some of the students experiences have included shadowing a kindergarten instructor, secretaries, disc jockey, forest ranger, florist, doctor, nurse, electrician and store managers.

The research reported herein is an effort to evaluate selected aspects of student progress in the Hebron Junior High School Career Exploration program.

⁶Hugh I. Peck, Career Development Exemplary Project, Washington D. C. Final Evaluation Report, 1973.

Statement of the Problem

The academic year 1975-1976 was the third year for Exploratory Career Education at Hebron Junior High School. At the end of the 1975-1976 school year, the ninth grade students were the first to complete the entire program and were the first class to have done so.

The eighth grade class completed two years of the program and the seventh grade completed their introduction to the career exploration program. The incoming seventh grade in the 1975-1976 school year were in the program for the first time.

As a considerable amount of time and resources were being devoted to career exploration at Hebron, the faculty, administration and Board of Education felt a need to evaluate certain components of the program.

Specifically, these groups expressed a need to determine whether or not the introduction of an exploratory career exploration program had a significant effect on career maturity and attitudes toward school of students in Bullitt County who participated in such a program.

Objectives

The objectives of the research reported herein were to:

- I. To determine if a difference exists between seventh grade students who have experienced career exploration and seventh grade students who have not experienced career exploration relative to Career Maturity and Attitudes Toward School.
- II. To determine if a difference exists between eighth grade students who have experienced career exploration and eighth grade students who have not experienced career exploration relative to Career Maturity and Attitudes Toward School.
- III. To determine if a difference exists between ninth grade students who have experienced career exploration and ninth grade students who have not experienced career exploration relative to Career Maturity and Attitudes Toward School.
- IV. To determine if age, sex and reading level of seventh eighth and ninth grade students are significantly related to Career Maturity and Attitudes Toward School.

- V. To develop an initial evaluative strategy for the career exploration program at Hebron Junior High School.
- VI. To develop a strategy for cost breakdown from program development and implimentation.

Description of County

Location

Bullitt County is located in the outer Blue Grass Region of Kentucky. The county is bounded on the north by Jefferson County, on the east by Spencer and Nelson Counties, and on the southwest by Hardin County (see Appendix A).

Bullitt County has three incorporated communities, all classified as fifth-class cities. Shepherdsville, the largest of the three, serves as the county seat. It lies along the Salt River and is located approximately 15 miles via Interstate 65 from Louisville, the States largest metropolitan area. Lebanon Junction is located in the southern tip of the county, approximately 15 miles from Bardstown and 19 miles from Elizabethtown. Mt. Washington, the county's second largest, is located in the northeast portion of the County, approximately 15 miles from Louisville. 7

Economic Framework

Total employment in Bullitt County averaged 9,465 jobs in 1975, with 803 unemployed for an unemployment rate of 7.8%. Manufacturing provided 921 jobs. The County's major products are distilled beverages, including whisky, cordials, cocktails and letterpress printing and book publishing.

Per capita income in the county in 1972 was \$3,034, for an increase of 65.9% from 1960-1970. This indicates a relatively prosperous economy with adequate room for future economic growth.

In the Bullitt County labor market area, which includes Bullitt and its surrounding counties, total employment in 1975 averaged 322,807. Over 106,087 jobs were provided by trade and services. A large percentage of the area employment is found in the Louisville-Jefferson County area. Area industrial employment is heaviest in the food and kindred products and metal products industries. 8

⁷ Industrial Resources: A Resource Profile. Bullitt County Chamber of Commerce, 1970.

⁸ Planning Manual for Region 6. Kentucky Department of Education, Bureau of Vocational Education, Occupational Information Unit, October 1975.

Education

<u>Public Schools</u>	<u>Bullitt County</u>
Total Enrollment	9716
Elementary	5525
Jr. High	2335
High School	1856
Student Teacher Ratio	
Elementary	30.3
Secondary	25.7
State Rating of High School	Comprehensive
Current Expenditure per Pupil	\$651.83
% of 9th grade students graduating from High School	70.1%
% of graduates going to college	25.9%

Delimitations and Limitations of Study

This study is delimited to Bullitt County Schools and in particular Hebron Junior High and Mt. Washington Junior High.

It is further delimited to only seventh, eighth and ninth graders at Mt. Washington and Hebron Junior Highs. At Hebron, only eighth and ninth graders that were previously enrolled in the Practical Arts Program took part in the study.

The constraint of time prohibited extensively field testing and revising the survey instruments. Although the instruments were field tested, they have not been subjected to some of the more rigorous tests of extensive validation and reliability characteristic of standardized measurement and collection devices.

On September 5, the Louisville-Jefferson County schools began a program of forced busing. During this week, pre test was being conducted at Hebron. Because of strong ties with Jefferson County in the area of Hebron, a major portion of the test sample boycotted school in sympathy. This required extensive make up testing to complete the pre test at Hebron Junior High.

The standardization of testing environments of the comparison and experimental groups was not possible due to the crowded conditions at Mt. Washington Junior High. Pre test at Mt. Washington spanned three weeks, while at Hebron initial pre test was conducted in four days.

Definition of Terms

Practical Arts - An educational program designed to broaden the experience of middle/jr. high school students by providing them with an opportunity to explore a diversity of career roles in order that they may be better prepared to make decisions on their personal needs and future career goals. A practical arts program offers classes which are developed around and consistent with the occupational cluster concept. 9

Curriculum Guides - A clear and concise outline of course objectives and skills to be achieved within the framework of a specified course of study.

Career Exploration - An investigation of the various jobs, crafts, skills and training involved in the furtherance of interests in future career prospects. This involves "hands-on" experiences, guidance services, "shadowing" and simulated job skill activities related to the various occupational clusters as set forth by the Office of Economic Opportunity.

Career Maturity Inventory (CMI) - An instrument constructed to measure the maturity of attitudes and competencies that are critical in realistic career decision making. 10

School Sentiment Index (SSI) - A self report device which attempts to secure a student's response to statements which pertain to five aspects of attitude toward school, thereby eliciting a global index of one's attitude toward school. 11

⁹Practical Arts Education Unit, Bureau of Vocational Education, Kentucky State Department of Education, Frankfort, Kentucky.

¹⁰John O. Crites, Administration and Use Manual: Career Maturity Inventory. (Monterey, California: CTB/McGraw-Hill, 1973) p.3

¹¹Attitude Toward School K-12 (Los Angeles, California: Instructional Objectives Exchange, 1971) p.45

Advisory Committee

An advisory committee was established to insure the smooth and efficient operation of the project, to provide input and receive feedback from the project director. It was the intent of the project director to include representatives from the Practical Arts Unit, Bureau of Vocational Education, Vocational Region 6 staff, principals of participating schools, guidance counselors of participating schools, and representatives from Business and Industry (see Appendix B).

The Advisory Committee met early in September, 1975 and again in January, 1976. The project objectives, procedures and design were explained by the project director and consultant staff.

The advisory committee offered numerous suggestions for the project's facilitation.

Dissemination Activities

The project was documented in a slide/tape presentation that is available to be used by other school systems.

A pamphlet was produced and sent to all schools participating in the Practical Arts Department's program and to all faculty members in Bullitt County schools. (see Appendix C).

Articles pertaining to the research were published in Tempo, a vocational magazine published by the Bureau of Vocational Education in Frankfort, Kentucky.

CHAPTER II

Research Design

Data were collected in a pre and post test design corresponding to Campbell and Stanely's Nonequivalent Control Group Design (design#6).¹² This design is widely used in educational research and involves pre testing and post testing experimental and control groups where the subjects are not randomly assigned but constitute intact groups (classes). The design controls for "the main effects of history, maturation, testing and instrumentation."¹³

Experimental	O_1	X	O_2
Control	O_3		O_4

It has been suggested that this design satisfies most research design requirements in assessing the effects of career education on student attitude or achievement.¹⁴

Population and Sample

The student population from which appropriate samples were drawn included all seventh, eighth and ninth grade pupils attending Hebron Junior High School and Mt. Washington Junior High School during the 1975-1976 academic year. The population was further restricted at Hebron by their prior involvement in the Practical Arts Program.

Three hundred thirty three students from Hebron Junior High School and 331 students from Mt. Washington Junior High School were directly involved in this study. Students were randomly selected via intact groups in each of the grades seven, eight and nine.

The experimental group, consisting of 333 students at Hebron Junior High were exposed to a career exploration program from the Practical Arts Unit at Frankfort, Kentucky in grades seven, eight and nine.

¹²D. T. Campbell and J. C. Stanely, Experimental and Quasi-Experimental Designs for Research, (Chicago: Rand-McNalley, 1963).

¹³Career Education 1973, A Plan for Evaluating Student Growth (New York: Career Education 1973) p.20.

¹⁴Ibid p.9

The comparison group, consisting of 331 students at Mt. Washington Junior High were not exposed to the career exploration program. At Mt. Washington the sample was selected from classes with few students with reading levels below sixth grade.

The initial experimental group consisting of 333 students at Hebron Junior High was found to have 49% of the students with reading levels below the sixth grade. It was determined that the instrumentation involved required reading levels of sixth grade or above. The Hebron sample, therefore, included only those students who have reading levels above sixth grade. Therefore, the Hebron sample consisted of 77 seventh graders, 53 eighth graders, and 33 ninth graders. These were compared to a sample at Mt. Washington of 79 seventh graders, 74 eighth graders and 94 ninth graders.

Educator

The educator sample was obtained by selecting the teachers, administrators and counselor at the experimental school. Data were collected through the use of surveys developed for teachers and administrators. In addition, surveys were administered to members of the central office staff.

Parent

The population from which the parent sample was drawn included all parents of students in seventh, eighth and ninth grades at Hebron Junior High. The sample was then restricted to parents of students in the student sample. Two hundred and ninety parents were in this sample. Surveys, including return addressed, stamped envelopes were mailed to the sample group. Parents with more than one child in the student sample received only one survey.

Business

The population from which the business sample was drawn included all businesses in the Shepherdsville and Maryville communities in which students that attend Hebron Junior High reside. A random 34 businesses were selected for the sample. Businesses were mailed a survey, including a return addressed, stamped envelope for reply.

Instrumentation and Data Collection

The data collection instruments related to the research were utilized to answer the questions and meet the objectives posed in Chapter I.

The Career Maturity Inventory (CMI) by Crites, was used to collect data relative to the Career Maturity of students. The CMI consists of an Attitude Scale and Competence Test.

The Attitude Scale consists of 50 attitudinal statements. Because it is relatively short, discriminates between grades and has acceptable reliability and validity, its principal usefulness is in screening individuals for counseling and in evaluating the outcomes of Career Education and other didactic programs and interventive experiences. 15 The Attitude Scale measures five attitudinal clusters:

- Involvement in the career choice process
- Orientation toward work
- Independence in decision making
- Preference of career choice factors
- Conceptions of the career choice process. 16

The Competence Test measures the cognitive variables involved in choosing an occupation. The Competence Test is composed of five subtests which assess career maturity:

- Self appraisal - Knowing yourself
- Occupational information - Knowing about jobs
- Goal selection - Choosing a job
- Planning - Looking ahead
- Problem solving - What should they do 17

Taken together, the Attitude Scale and the Competence Test provide both an extensive and intensive inventory of the critical behaviors in mature career decision making and development. 18

The School Sentiment Index-Secondary Level (SSI) by the Instructional Objectives Exchange, Los Angeles, was utilized to assess Attitudes Toward School (see Appendix D). The School Sentiment Index consists of 83 statements regarding various aspects of school to which students respond by indicating either strong agreement, agreement, disagreement, or strong disagreement to each. This self report device attempts to secure in a rather straightforward fashion a students responses to statements which pertain to five aspects of attitude toward school.

¹⁵ John O. Crites, Theory and Research Manual: Career Maturity Inventory, (California, CTB/McGraw-Hill, 1973) p. 11

¹⁶ John O. Crites, Administration and Use Manual: Career Maturity Inventory, (California, CTB/McGraw-Hill, 1973) p.3

¹⁷ Ibid, p. 3

¹⁸ Ibid, p. 4

The five dimensions measured by the SII are:

Attitudes toward aspects of teacher behavior (Teacher)
Tendencies to approach rather than avoid learning related activities (Learning)
Attitudes toward the social structure and climate of one's school (Social structure and climate)
Attitudes toward peer relations in the school context (Peer)
Attitude toward the general notion of school (General) 19

To obtain the evaluative feedback from administrators, businessmen parents, teachers and students, five instruments were developed. These instruments sought to collect data from each group relative to:

Knowledge of career education
Attitudes about career education
Extent of involvement of resource people in career education programs
Suggestions for improvement from each component.

Educator Survey

The survey of teachers and administrators also specifically sought to answer the following questions:

1. What type of activities had been most effective in soliciting parent involvement in the career exploration program?
2. How parents were used in career exploration program?
3. How the local community was involved in the career exploration program?
4. What type of inservice was most and least beneficial to teachers for career exploration?
5. Who provided teachers and administrators with the most helpful information regarding career exploration?
6. The number of field trips, speakers and shadowing experiences were provided to students during the year?

¹⁹ Instructional Objectives Exchange, School Sentiment Index (Los Angeles, 1970) p.45.

To answer the questions of teachers and administrators, two instruments were devised. The survey for teachers was divided into three parts. Part I dealt with background data; years work experience outside of school and courses taken pertaining to career exploration.

Part II consisted of 38 statements about career exploration to which a strongly agree, agree, disagree, strongly disagree, undecided response was solicited.

Part III dealt with a series of check list items to determine what methods were most effective in soliciting parent involvement, how parents were used in career exploration classes, community involvement, types of inservice most and least helpful in career exploration programs and where teachers secured the most helpful information regarding a career exploration program. A section was left for recommendations to improve or change the teacher's present program (see Appendix E).

The administration survey was divided into three parts also, with the first part seeking background data including number of years their school has had a career exploration program.

Part II consisted of 26 statements relative to career exploration to which a strongly agree, agree, disagree, strongly disagree or undecided response was solicited. The responses sought to determine administrators knowledge and attitudes toward career exploration programs.

Part III was designed with four check list items to provide information concerning steps taken to involve the local community and most effective and least effective methods increasing their knowledge and understanding of career education (see Appendix E).

The educator surveys were field tested by teachers and administrators at Elkhorn Junior High School in Frankfort, Kentucky. Results from the field test were used to revise the surveys into their final form for administering.

Business Survey

The Business Survey was designed to collect data to answer the following questions:

1. How businesses have participated in local career exploration programs?
2. How businesses obtain information regarding local school career exploration programs?

3. What public relation activities are best suited to disseminate information to businesses?
4. What effective ways business can contribute to a school's career exploration program?

To answer these questions, a brief survey for businessmen was developed. The survey was kept brief to facilitate an adequate return and still provide necessary information from this group (see Appendix F).

Part I of the business survey sought to obtain information regarding type of business, experience in this line of work and educational background.

Part II consisted of 8 statements to which a response of strongly agree, agree, disagree, strongly disagree or undecided was solicited. These statements sought to determine knowledge of career exploration programs in local schools, attitudes toward career exploration programs and attitudes toward businesses involvement in career exploration programs.

Part III sought to determine the most effective ways to inform businesses and involve businesses in career exploration programs and in the willingness of businesses to participate in career exploration programs and the extent of this involvement.

The survey instrument was critiqued by personnel at Western Kentucky University, Ohio State University, the State Department of Education and the project's advisory committee. Sections of the survey were used from questionnaires developed by Newton in his research on Career Education, 1974. Newton's questionnaires had been extensively tested and judged for validity. 20

Student Survey

The student survey sought to answer the following questions of students who had participated in a career exploration program:

1. What were their plans for after high school?
2. Have students started thinking about career choices?
3. What do students feel are the three most important considerations when choosing a career?

²⁰Mark Newton, Research Related to Bowling Green Independent School System's Comprehensive Career Education Model. Western Kentucky University, 1974.

4. Who do students communicate with most about their career plans?
5. Do students enjoy school more since participating in a career exploration program?
6. What three things do students like most and least about their school?

The student survey was administered to all students in the experimental sample after post test was completed. The three page instrument was divided into three sections (see Appendix G).

Section I covered background data, plans after high school, items deemed most important to look for in a career and people to whom students communicated with most about career choices.

Section II was designed to solicit attitudes from students relative to the career exploration program at their school. Responses of strongly agree, agree, disagree, strongly disagree or undecided were sought.

Section III was designed to provide information regarding field trips, speakers and shadowing experiences of students. Section III also provided space for students to list their three major likes and dislikes about their school.

The instrument was field tested at Hebron Junior High with seventh graders not participating in the research. Seventh graders were chosen by the researcher to insure that the reading level was such that the younger students would not have difficulty in responding to any item. The surveys were also critiqued by personnel at Western Kentucky University, Ohio State University, the State Department of Education and the project's advisory committee. Results from the field test were used to revise the survey into final form for administering.

Parent Survey

The Parent Survey was developed for parents of students in a career exploration program. The survey sought to answer the following questions:

1. What are the parent's goals for their child after high school?
2. Are parents aware of the career exploration program at their child's school?

3. Do parents understand the objectives of a career exploration program?
4. Do parents talk with their child about their career choices?
5. What public relations activities best inform parents about career exploration programs?
6. What three (3) things do parents like most and least about their local school?

To answer the previously stated questions, a three part survey was developed (see Appendix H). Part I of the survey dealt with background data, age, occupation and level of education attained.

Part II consisted of 17 statements about career exploration to which a strongly agree, agree, disagree, strongly disagree or undecided response was solicited. These statements attempted to assess parents attitudes and knowledge of career exploration.

Part III was designed with six check list items to determine how parents became aware of career exploration in the school, the best dissemination method for information to parents, parent involvement in local career exploration programs, hopes and goals for their children in the future. Section III also provided space for parents to list their three (3) likes and dislikes of their local schools.

The instrument was field tested at a local booster club with parents of children not in the research sample. The instruments were likewise critiqued by personnel at Western Kentucky University, Ohio State University, the State Department of Education and the project's advisory committee. Results from the field test were used to revise the survey into final form for administering.

Testing

To assess Career Maturity and Attitudes Toward School, the CMI and SSI were administered on a pre and post test basis to both the experimental and comparison groups. The researcher collected all pre and post test data. Pre test data were collected during the first two months of the school year, with post test data being collected during the last two months of the school year.

The CMI test was separated into three parts. The first day the students took the Attitude Survey. The second day, the students took the first two parts of the Competence Test, with the second three parts of the Competence Test being taken the third day of testing. On the fourth day of testing, students took the School Sentiment Index. The testing was broken down into parts to lessen the chance of boredom on the part of the students and to lessen the chance of students randomly answering the questions.

The California Test Battery (CTBS) Reading Test was administered to seventh graders at the experimental and comparison schools during December, 1975. Eighth and ninth grade reading level scores were obtained from student's cumulative folders. Reading tests were hand scored by the researcher.

To obtain data from parents and businesses, mailed surveys were sent to the parent and business sample. All other survey data were collected by hand delivery within the school setting.

Scoring and analysis of survey data were hand calculated by the researcher. All other data involving comparisons between the experimental and comparison schools were analyzed via IBM Computer 370, Model 160. The statistical program utilized for these analyses was the Statistical Package for Social Science (SPSS). All analyses dealing with comparison data for the experimental and comparison school are presented in Chapter III. Findings and analysis of survey data are presented in Chapter IV.

CHAPTER III

ANALYSIS OF TEST DATA FOR EXPERIMENTAL AND COMPARISON GROUP

Chapter III contains analysis of data obtained from the experimental school, Hebron Junior High, and the comparison school, Mt. Washington Junior High. This chapter deals with objectives I-IV as stated in Chapter I. Specifically, these objectives were as follows:

I. To determine if a difference exists between seventh grade students who have experienced career exploration and seventh grade students who have not experienced career exploration relative to Career Maturity and Attitudes Toward School.

II. To determine if a difference exists between eighth grade students who have experienced career exploration and eighth grade students who have not experienced career exploration relative to Career Maturity and Attitudes Toward School.

III. To determine if a difference exists between ninth grade students who have experienced career exploration and ninth grade students who have not experienced career exploration relative to Career Maturity and Attitudes Toward School.

IV. To determine if age, sex and reading level of seventh, eighth and ninth grade students are significantly related to Career Maturity and Attitudes Toward School.

Analysis of data consisted of t tests for independent groups, correlated t tests for analysis of gains from pre to post tests and an intercorrelation matrix for the variables measured by the CMI, SSI, CTBS and demographic data. The .05 level of confidence was accepted as the significance level for the comparisons made in this study.*

Findings and discussions of findings will be presented for seventh, eighth and ninth grades respectively for each stated objective. A concluding section for Chapter III will deal with a brief discussion of findings regarding relationships among the variables as measured by the CMI and SSI.

*The minor discrepancies between means and standard deviation reported for the same group, but appearing in different tables are attributed to the variations in the statistical programs used for analysis.

Objective I

To test the hypothesis as suggested by Objective I, t tests for independent groups were computed for SSI and CMI data for seventh grade students.

CMI

When CMI pre test scores were compared between the experimental and comparison schools, three of the six variables were significant at or beyond the .05 level. These variables were "Knowledge of Self," "Knowledge of Job," and "Looking Ahead." In all cases, the comparison group had significantly greater mean scores than did the experimental group. When post CMI test scores were compared, for seventh grade students, there were no significant differences observed between the experimental and comparison groups. These comparisons indicated that while the comparison school were initially ahead of the experimental school on three CMI measures, after one year of exposure to a career exploration program seventh grade students in the experimental group were not significantly different of those of the comparison group. These pre and post test analysis can be found in Table 3.1.

TABLE 3.1

ANALYSIS OF PRE AND POST CMI SCORES
FOR 7TH GRADE STUDENTS

FOR 7TH GRADE STUDENTS						
	EXPERIMENTAL		COMPARISON		t	P
	Mean	Std. Dev.	Mean	Std. Dev.		
<u>PRE CMI</u>						
Attitude	28.6	5.8	30.1	5.1	-1.71	N.S.
Know. Self	8.6	3.6	10.0	3.4	-2.44	.05
Know. Jobs	9.7	4.0	11.2	3.5	-2.50	.05
Choose Job	9.8	2.9	10.0	2.6	-.48	N.S.
Look Ahead	9.3	4.1	11.0	3.5	-2.66	.01
Prob. Solve	5.8	2.4	6.2	2.8	-1.09	N.S.
<u>POST CMI</u>						
Attitude	30.9	5.5	31.4	5.1	-.52	N.S.
Know. Self	9.6	3.4	9.7	3.8	-.25	N.S.
Know. Jobs	12.3	3.5	12.4	3.1	-.12	N.S.
Choose Job	10.7	2.5	10.4	3.4	.46	N.S.
Look Ahead	10.8	3.5	11.9	4.0	-1.90	N.S.
Prob. Solve	7.8	2.9	7.4	2.9	.91	N.S.

When pre test scores were compared to post test scores for the CMI, the experimental group showed a significant increase in all six variables. The comparison group showed a significant increase in four of the six variables. These data would support the notion that simple maturation maybe a factor in career maturity. Results of these analysis appear in Tables 3.2 and 3.3.

TABLE 3.2

CORRELATED t TEST FOR PRE AND POST CMI
FOR 7TH GRADE STUDENTS IN THE EXPERIMENTAL GROUP

CMI	PRE		POST		t	P
	Mean	Std. Dev.	Mean	Std. Dev.		
Attitude	29.1	5.9	31.0	5.6	-3.02	.01
Know. Self	8.6	3.6	9.6	3.5	-2.59	.05
Know. Jobs	9.5	4.0	12.1	3.7	-6.07	.01
Choose Jobs	9.7	3.1	10.5	2.9	-2.31	.05
Look Ahead	9.3	4.2	10.6	3.7	-3.46	.01
Prob. Solve	5.8	2.5	7.7	2.9	-5.76	.01

TABLE 3.3

CORRELATED t TEST FOR PRE AND POST CMI
FOR 7TH GRADE STUDENTS IN THE COMPARISON GROUP

CMI	PRE		POST		t	P
	Mean	Std. Dev.	Mean	Std. Dev.		
Attitude	30.0	5.3	31.4	5.2	-2.82	.01
Know. Self	10.1	3.3	9.8	3.7	.83	N.S.
Know. Jobs	11.2	3.5	12.4	3.0	-3.47	.01
Choose Jobs	10.0	2.6	10.6	3.3	-1.31	N.S.
Look Ahead	11.0	3.6	12.0	3.9	-2.51	.05
Prob. Solve	6.2	2.8	7.4	3.9	-3.55	.01

It would appear from the foregoing analysis that while maturation maybe a factor in career maturity, seventh grade students exposed to a career exploration program would tend to have a greater gain in career maturity than students not exposed to a career exploration program. This notion is supported by the lack of significant difference observed between the experimental and comparison post test measures.

SSI

Analysis for the pre SSI revealed a significant difference for only one variable, "Learning;" the experimental group having a significantly higher mean than did the comparison group. The post test analysis indicated a significant mean difference for two of the seven variables measured by the SSI. They were "Teacher Authority and Control," and "Teacher Interpersonal Relationships." These data would indicate that 7th grade students at the experimental school had more positive attitudes on the last two of the attitude measures. It also may be observed that the means for the experimental school were generally higher than the means for the comparison school, though in most cases not significantly so. Analysis for these comparisons will appear in Table 3.4.

TABLE 3.4

ANALYSIS OF PRE AND POST SSI SCORES FOR 7TH GRADE STUDENTS

	EXPERIMENTAL		COMPARISON			
	Mean	Std. Dev.	Mean	Std. Dev.	t	P
<u>PRE SSI</u>						
Teacher Mode	43.0	4.8	42.6	4.0	.61	N.S.
Auth-Control	25.7	4.4	24.8	3.8	1.40	N.S.
Interpers. Rel.	32.1	5.2	31.3	3.3	1.15	N.S.
Social Climate	52.4	6.2	53.1	5.9	-.65	N.S.
Peer	14.3	3.1	14.3	2.2	.15	N.S.
Learning	17.5	3.5	16.2	2.8	2.45	.05
General	30.2	3.8	30.5	4.2	-.42	N.S.
<u>POST SSI</u>						
Teacher Mode	44.1	5.4	43.8	6.1	.28	N.S.
Auth-Control	26.0	3.5	24.5	3.7	2.40	.01
Interpers. Rel.	30.8	4.2	29.3	4.6	2.00	.05
Social Climate	49.8	6.1	48.6	6.7	1.12	N.S.
Peer	15.9	2.0	15.7	2.0	.59	N.S.
Learning	15.1	2.1	15.5	2.3	-1.21	N.S.
General	27.8	4.7	27.1	3.9	1.02	N.S.

From Table 3.5 and 3.6 it may be noted that significant mean differences occurred for five of the seven SSI measures for the experimental school and four of the seven measures for the comparison school. It is interesting to note that only on "Peer" relationships was there a positive significant increase for both the experimental and comparison group. All other significant differences indicate a decrease in attitudes. While this study was not designed to determine causes of attitudes, a possible explanation maybe that attitudes toward school at the beginning of the year were more positive for seventh graders due to the novelty of the return to school. After completing an academic school year, students tend to be less enthusiastic toward school. The gain in "Peer" attitudes maybe explained because of more familiarity between seventh grade students.

TABLE 3.5

CORRELATED t TEST FOR PRE AND POST SSI
FOR 7TH GRADE STUDENTS-EXPERIMENTAL SCHOOL

SSI	PRE		POST		t	P
	Mean	Std. Dev.	Mean	Std. Dev.		
Teacher Mode	43.2	5.2	44.0	5.6	-1.01	N.S.
Auth-Control	25.5	4.6	25.9	3.4	- .47	N.S.
Interpers. Rel.	32.1	5.1	30.5	4.4	2.04	.05
Social Climate	53.0	6.9	49.5	6.1	3.26	.01
Peer	14.2	3.0	15.9	2.1	-3.74	.01
Learning	17.5	3.7	15.3	2.3	4.33	.01
General	30.3	4.2	27.2	4.7	3.97	.01

TABLE 3.6

CORRELATED t TEST FOR PRE AND POST SSI
FOR 7TH GRADE STUDENTS-COMPARISON SCHOOL

SSI	PRE		POST		t	P
	Mean	Std. Dev.	Mean	Std. Dev.		
Teacher Mode	42.6	4.1	43.8	6.1	-1.79	N.S.
Auth-Control	24.8	3.8	24.6	3.7	.31	N.S.
Interpers. Rel.	31.3	3.3	29.4	4.6	3.16	.01
Social Climate	53.3	5.8	48.6	6.8	4.72	.01
Peer	14.4	2.2	15.7	2.1	-3.73	.01
Learning	16.3	2.8	15.6	2.3	1.43	N.S.
General	30.6	4.1	27.1	3.9	5.51	.01

The data does not strongly support the hypothesis that involvement in a career exploration program will produce significantly better attitudes toward school. However, there is some indication that students who experience career exploration programs will have more positive attitudes toward "Teacher Authority and Control" and "Teacher Interpersonal Relationships."

Objective II

Eighth grade students in the experimental group were compared with eighth grade students in the comparison group to determine if differences existed for the CMI measures. In addition, correlated t tests were computed to test for differences between pre and post measures.

CMI

The pre test data suggested that the experimental group differed significantly from the comparison group on two of the CMI measures. The experimental group had a greater mean value for "Attitude" toward career education than did the comparison group, while the comparison group mean was greater for the variable "Looking Ahead."

Post test comparisons yielded only one significant difference for CMI means. The post test mean difference for "Problem Solving" was significant with the experimental group mean greater than the comparison group mean. Table 3.7 contains these group comparisons for pre and post data.

TABLE 3.7

ANALYSIS OF PRE AND POST CMI SCORES FOR 8TH GRADE STUDENTS

FOR SIX GRADE STUDENTS						
	EXPERIMENTAL		COMPARISON			
	Mean	Std. Dev.	Mean	Std. Dev.	t	P
<u>PRE CMI</u>						
Attitude	34.2	5.1	31.4	5.0	3.00	.01
Know. Self	11.3	4.0	11.7	3.2	- .60	N.S.
Know. Jobs	12.5	3.1	13.5	3.0	-1.74	N.S.
Choose Job	10.9	3.4	11.8	3.1	-1.54	N.S.
Look Ahead	10.7	3.6	12.5	3.2	-2.80	.01
Prob. Solve	7.9	3.4	8.1	2.8	- .34	N.S.
<u>POST CMI</u>						
Attitude	34.2	5.4	32.4	5.6	1.78	N.S.
Know. Self	11.6	3.8	11.1	3.6	.70	N.S.
Know. Jobs	13.8	2.9	13.4	3.3	.62	N.S.
Choose Job	11.8	2.7	11.5	3.6	.49	N.S.
Look Ahead	11.3	3.6	12.1	3.8	-1.08	N.S.
Prob. Solve	9.2	3.2	7.9	3.1	2.13	.05

When pre tests were compared to post tests for the experimental group, two significant mean differences were apparent. The post test means were greater than the pre test means for "Knowledge of Jobs" and "Problem Solving." The comparison group had only one significant mean increase, "Attitude." Table 3.8 and 3.9 contain pre to post comparisons for the experimental and comparison groups, respectively.

TABLE 3.8

CORRELATED t TEST FOR PRE AND POST CMI
FOR 8TH GRADE STUDENTS IN THE EXPERIMENTAL GROUP

CMI	PRE		POST		t	P
	Mean	Std. Dev.	Mean	Std. Dev.		
Attitude	33.5	5.2	33.7	5.5	-.29	N.S.
Know. Self	11.2	4.0	11.4	3.7	-.40	N.S.
Know. Jobs	12.5	3.1	13.7	2.8	-2.98	.01
Choose Jobs	11.0	3.4	11.7	2.8	-1.71	N.S.
Look Ahead	10.8	3.7	11.3	3.6	-.88	N.S.
Prob. Solve	8.1	3.3	9.3	3.3	-2.62	.05

TABLE 3.9

CORRELATED t TEST FOR PRE AND POST CMI
FOR 8TH GRADE STUDENTS IN THE COMPARISON GROUP

CMI	PRE		POST		t	P
	Mean	Std. Dev.	Mean	Std. Dev.		
Attitude	31.6	5.0	32.6	5.5	-2.11	.05
Know. Self	11.6	3.2	11.2	3.6	1.23	N.S.
Know. Jobs	13.4	3.1	13.5	3.7	.26	N.S.
Choose Jobs	11.6	3.2	11.5	3.5	.31	N.S.
Look Ahead	12.3	3.3	12.2	3.9	.28	N.S.
Prob. Solve	8.1	2.8	8.1	3.2	-.25	N.S.

From these analysis, there is some support for the contention that the career exploration program was effective in increasing attitude toward career education and improving knowledge about careers. The experimental group had significantly more positive attitudes on pre test measures and approach significance on post test measures ($t=1.78$, $P .10$). While the comparison group was superior to the experimental group for "Looking Ahead," ie. concern for future jobs, on the pre test scores, post test comparisons show no significant difference between the two groups. Further, in terms of "Problem Solving" as related to career choices the experimental group made a substantial post test mean gain over the pre test mean and was superior to the comparison group on the post test. While no significant difference was found between groups for "Knowledge of Jobs," the experimental group had a significant gain for this variable from pre test to post test.

It is interesting to note that while many of the group comparisons were found non-significant, the comparison group had five mean scores greater than the experimental group on the pre test. However, for post test comparisons the opposite was observed; the experimental group had five means greater than the comparison group. In addition, the experimental group made gains on every variable when pre test means were compared to post test means. The comparison group made gains on only two variables with "Attitude" being the only significant gain.

SSI

When pre test SSI data were compared for the experimental and comparison groups, one variable was found to differ significantly. The comparison group mean was significantly greater than the experimental group mean for the "General" attitude toward school measure. Post test analysis revealed a difference between groups for three of the measures; "Teacher Mode," "Interpersonal Relationships," and "Social Climate." In each case, the experimental group post test mean was greater than the comparison group post test mean.

Group comparisons of pre test means and post test means for all measures of the SSI formed a similar pattern as the CMI data. The comparison group had four means greater than the experimental group, with one mean difference significant. For the post test mean comparisons, however, the experimental group means were greater on six of the seven measures, with three of the mean differences significant. Table 3.10 presents this group comparisons for pre and post test data.

TABLE 3.10

ANALYSIS OF PRE AND POST SSI SCORES
FOR 8TH GRADE STUDENTS

	EXPERIMENTAL		COMPARISON			
	Mean	Std. Dev.	Mean	Std. Dev.	t	P
<u>PRE SSI</u>						
Teacher Mode	41.9	6.0	42.9	6.2	-.84	N.S.
Auth-Control	25.2	3.9	25.2	3.9	-.04	N.S.
Interpers. Rel.	31.0	4.7	30.2	4.0	.93	N.S.
Social Climate	52.5	6.7	51.0	4.7	1.47	N.S.
Peer	14.1	2.5	14.3	3.3	-.30	N.S.
Learning	16.9	3.4	17.0	3.3	-.07	N.S.
General	29.7	3.7	31.3	4.1	-2.22	.05
<u>POST SSI</u>						
Teacher Mode	45.2	5.9	42.1	5.8	2.80	.01
Auth-Control	25.5	3.3	24.3	3.4	1.92	N.S.
Interpers. Rel.	31.0	4.9	28.0	4.7	3.40	.01
Social Climate	50.8	6.9	47.6	6.4	2.58	.01
Peer	15.5	2.0	15.9	2.1	-1.22	N.S.
Learning	15.0	2.5	14.8	2.1	.61	N.S.
General	28.5	4.4	27.3	4.8	1.33	N.S.

Similar results were found for the eighth grade comparison group as for seventh grade comparison group when the pre to post test comparisons were made. Generally, pre test means were greater than post test means for the comparison group with the exception of "Peer" relations. "Peer" relations showed a significant mean gain from pre to post measures. Five of the six remaining variables show significant mean decreases from pre to post measures.

The experimental group had slightly different results for SSI comparisons. Two of the SSI measures had significant pre to post mean gains. "Teacher Mode" and "Peer" relations had significant mean increases. Only "Learning" had a significant mean decrease. Tables 3.11 and 3.12 contain the pre to post comparisons for eighth grade groups.

TABLE 3.11

CORRELATED t TEST FOR PRE AND POST SSI
FOR 8TH GRADE STUDENTS-EXPERIMENTAL SCHOOL

SSI	PRE		POST		t	P
	Mean	Std. Dev.	Mean	Std. Dev.		
Teacher Mode	41.6	6.4	44.7	6.5	-2.49	.05
Auth-Control	25.0	4.6	25.2	3.5	-.31	N.S.
Interpers. Rel.	30.8	4.7	30.4	5.3	.42	N.S.
Social Climate	52.2	7.6	50.5	6.9	1.20	N.S.
Peer	13.9	2.6	15.4	2.0	-2.98	.01
Learning	16.7	3.6	14.9	2.4	2.96	.01
General	29.6	4.7	28.5	4.4	1.18	N.S.

TABLE 3.12

CORRELATED t TEST FOR PRE AND POST SSI
FOR 8TH GRADE STUDENTS-COMPARISON SCHOOL

SSI	PRE		POST		t	P
	Mean	Std. Dev.	Mean	Std. Dev.		
Teacher Mode	43.2	6.6	41.5	5.9	1.72	N.S.
Auth-Control	25.3	3.8	23.8	3.5	2.31	.05
Interpers. Rel.	30.6	4.9	27.5	5.5	3.53	.01
Social Climate	51.7	6.7	47.3	6.7	4.23	.01
Peer	14.2	3.1	15.9	2.2	-4.27	.01
Learning	17.2	4.1	14.7	2.3	4.32	.01
General	31.7	5.8	27.2	4.9	5.12	.01

It would appear from the preceding findings that the experimental group had a more positive attitude toward school than did the comparison group on post SSI measures. Further, eighth grade students in the experimental group did not digress in school sentiment to the extent of the comparison group. It is interesting to note that for both the seventh and eighth grade experimental groups, "Teacher Mode," "Authority and Control," and "Peer" relations had increases in means from pre to post tests. It is also interesting to note that for all seventh and eighth grade groups, the "Peer" relations measure had a significant mean increase from pre to post.

Objective III

Ninth grade students in the comparison group were compared with ninth grade students in the experimental group to determine if a difference existed for the CMI measures. Correlated t tests were computed to test for differences between pre and post measures.

CMI

When CMI pre test scores were compared between the experimental and comparison schools, four of the six measures were significant, with the comparison group having a significantly greater mean for variables "Knowledge of Self," "Knowledge of Jobs," "Choosing a Job," and "Looking Ahead." For the two remaining variables, the comparison group also had greater means, but not significantly so.

For post CMI, when the comparisons were made, three of the six were significant for the comparison group in each case at or beyond the .05 level of significance. However, ninth grade students departed from the other data in that the comparison group means are greater in every case in pre and post test and significantly different in three of the measures in post test. Table 3.13 contains these group comparisons for pre and post data.

TABLE 3.13
ANALYSIS OF PRE AND POST CMI SCORES
FOR 9TH GRADE STUDENTS

	EXPERIMENTAL		COMPARISON			
	Mean	Std. Dev.	Mean	Std. Dev.	t	P
<u>PRE CMI</u>						
Attitude	32.5	5.6	32.6	4.9	- .09	N.S.
Know. Self	10.1	4.0	12.8	2.7	-4.08	.01
Know. Jobs	11.8	3.9	14.0	2.8	-3.19	.01
Choose Job	9.1	3.8	11.9	2.8	-4.01	.01
Look Ahead	9.4	4.9	12.6	3.4	-3.89	.01
Prob. Solve	7.7	3.3	8.8	2.7	-1.76	N.S.
<u>POST CMI</u>						
Attitude	32.7	4.8	33.7	5.3	- .96	N.S.
Know. Self	10.4	4.3	12.5	3.6	-2.62	.01
Know. Jobs	12.2	4.8	13.9	3.5	-2.10	.05
Choose Job	11.2	3.2	12.7	2.8	-2.53	.05
Look Ahead	11.7	4.7	13.0	3.6	-1.52	N.S.
Prob. Solve	9.3	3.9	9.4	3.2	- .12	N.S.

While the experimental group had lower means than did the comparison group, it was observed that when the pre test was compared to the post test for the experimental sample, three of the six variables had significant mean increases on "Choosing a Job," "Looking Ahead," and "Problem Solving." Whereas the comparison group had significant increases in means on three of the variables; "Attitude," "Choosing a Job" and "Problem Solving." Tables 3.14 and 3.15 contain pre to post comparisons for the experimental and comparison group respectively.

TABLE 3.14

CORRELATED t TEST FOR PRE AND POST CMI
FOR 9TH GRADE STUDENTS IN THE EXPERIMENTAL GROUP

CMI	PRE		POST		t	P
	Mean	Std. Dev.	Mean	Std. Dev.		
Attitude	32.6	5.4	32.1	5.4	.60	N.S.
Know. Self	10.0	4.1	10.2	4.5	-.37	N.S.
Know. Jobs	11.5	4.1	12.2	4.8	-.87	N.S.
Choose Jobs	8.7	4.0	11.2	3.3	-3.69	.01
Look Ahead	9.2	5.3	11.8	4.9	-4.10	.01
Prob. Solve	7.5	3.2	9.1	4.0	-2.58	.05

TABLE 3.15

CORRELATED t TEST FOR PRE AND POST CMI
FOR 9TH GRADE STUDENTS IN THE COMPARISON GROUP

CMI	PRE		POST		t	P
	Mean	Std. Dev.	Mean	Std. Dev.		
Attitude	32.4	5.0	33.8	5.2	-2.97	.01
Know. Self	12.5	2.9	12.2	3.7	.72	N.S.
Know. Jobs	13.7	2.9	13.4	4.0	.83	N.S.
Choose Jobs	11.6	2.7	12.5	2.9	-3.22	.01
Look Ahead	12.2	3.4	12.8	3.7	-1.58	N.S.
Prob. Solve	8.7	2.7	9.3	3.2	-2.32	.05

It would appear from the foregoing analysis that there is strong indication that ninth grade students in the experimental group entered school at a lower level of career maturity than did the comparison ninth grade students, as evidenced by the pre test scores on the CMI. There is also evidence that these students gained in career maturity during the treatment period as evidenced by the pre and post test comparisons. However, comparison of post test scores between groups indicate that the comparison group had a higher career maturity level at the end of the treatment period. These data, similar to the seventh grade data, support the contention that simple maturation maybe a strong factor in career maturity.

SSI

When SSI data were compared for both groups, a much less consistant pattern emerged. Pre test scores indicated only two significant mean differences occurred, with the experimental group superior to the comparison group in "Learning" and the comparison group superior to the experimental group on the variable "General." Post test data reveals only one significant difference on variable "Peer" relationship. The comparison group mean was significantly greater than the experimental mean for that variable. These analysis can be found in Table 3.16.

TABLE 3.16

ANALYSIS OF PRE AND POST SSI SCORES FOR 9TH GRADE STUDENTS

	EXPERIMENTAL		COMPARISON			
	Mean	Std. Dev.	Mean	Std. Dev.	t	P
<u>PRE SSI</u>						
Teacher Mode	42.4	5.0	44.3	9.5	-1.06	N.S.
Auth-Control	24.3	2.5	25.5	6.6	-.92	N.S.
Interpers. Rel.	32.1	3.9	31.4	6.7	.56	N.S.
Social Climate	50.8	4.9	51.8	8.7	-.57	N.S.
Peer	14.0	2.9	13.9	3.1	.12	N.S.
Learning	18.1	3.1	16.6	3.5	2.09	.05
General	28.6	3.8	31.6	4.1	-3.56	.01
<u>POST SSI</u>						
Teacher Mode	45.0	5.7	44.9	5.3	.13	N.S.
Auth-Control	25.4	3.6	25.2	3.6	.15	N.S.
Interpers. Rel.	29.5	4.1	30.3	4.0	-.99	N.S.
Social Climate	48.8	7.0	48.2	7.0	.38	N.S.
Peer	14.7	2.4	15.8	2.1	-2.28	.05
Learning	15.5	2.3	15.5	2.2	.14	N.S.
General	27.2	4.3	27.4	4.7	-.28	N.S.

When the comparison group pre test means were compared to post test means, a similar pattern occurred as with the seventh and eighth grade comparison groups. The variable "Peer" relationships produced significant mean increases. For all other SSI variables, the pre test means were greater than post test means, with "Social Climate," "Learning" and "General" being significantly different.

A slightly different pattern emerged for the ninth grade experimental group. Only one of the pre to post test comparisons attained significance. The "Learning" variable produced a significant mean difference with the pre test means being greater than the post test mean. However, again the pattern of pre test mean measures generally being greater than post test measures was evident. It is interesting to note from these data that the "Peer" relationship variable did not differ significantly from pre to post test. Essentially the same means were attained for the post test as for the pre test. Tables 3.17 and 3.18 report these data.

TABLE 3.17

CORRELATED t TEST FOR PRE AND POST SSI
FOR 9TH GRADE STUDENTS-EXPERIMENTAL SCHOOL

SSI	PRE		POST		t	P
	Mean	Std. Dev.	Mean	Std. Dev.		
Teacher Mode	45.5	16.2	45.1	5.9	.12	N.S.
Auth-Control	26.2	10.7	25.2	3.7	.49	N.S.
Interpers. Rel.	34.3	2.1	29.7	3.9	2.03	.05
Social Climate	53.5	17.2	48.7	7.0	1.61	N.S.
Peer	14.7	7.5	14.8	2.5	-.09	N.S.
Learning	19.4	8.4	15.7	2.4	2.36	.05
General	30.9	10.0	27.2	4.4	1.88	N.S.

TABLE 3.18

CORRELATED t TEST FOR PRE AND POST SSI
FOR 9TH GRADE STUDENTS-COMPARISON SCHOOL

SSI	PRE		POST		t	P
	Mean	Std. Dev.	Mean	Std. Dev.		
Teacher Mode	45.0	14.2	44.4	5.7	.36	N.S.
Auth-Control	26.1	8.9	25.1	3.6	.95	N.S.
Interpers. Rel.	32.3	10.1	30.1	4.2	1.81	N.S.
Social Climate	53.4	15.6	48.0	7.3	2.89	.05
Peer	14.3	5.0	15.8	2.1	-2.65	.01
Learning	17.0	5.4	15.2	2.3	2.79	.01
General	32.2	8.0	27.2	4.7	5.04	.01

The SSI analysis indicates little difference in school sentiment for the experimental and comparison schools. The major difference seemed to occur from the pre and post measure with the comparison group conforming to the pattern established by the seventh and eighth grade groups; ie, significant mean gains in "Peer" relationships and mean decreases from pre test to post test in other variables.

The ninth grade experimental group appeared to be somewhat more stable between pre and post testing, with only two variables with a significant mean difference. However, the general pattern of pre test means being greater than post test means was observed. These data do not support the career exploration program as having a significant treatment effect, as was the case for the seventh and eighth grade data.

Objective IV

To test the hypothesis as suggested by Objective IV, Pearson correlation coefficients and corresponding levels of significance were calculated to determine the relationship between age, sex and reading level to career maturity and attitudes toward school for seventh, eighth and ninth grade students.

Reading level is significantly correlated for CMI variables for seventh and ninth graders, but not for eighth grade students. While age is significantly correlated with "Problem Solving" for seventh graders, it was not highly correlated and is correlating negatively.

Sex was significantly correlated with two variables, "Knowledge of Self" and "Choosing a Job" for seventh graders with females tending to make higher scores.

For eighth grade students, age was not correlated with CMI variables; however, sex was related to "Knowledge of Self" for eighth grade females.

Sex and Age were not related to the CMI variables for ninth graders. As was the case for eighth grade students, females tended to score higher on CMI variables "Knowledge of Self" and "Problem Solving". Table 3.19 reports the correlations of age, sex and reading level to CMI post test measures.

When correlations were analyzed for SSI variables, age was highly correlated with variables "Interpersonal Relationships," "Peer" relations and "General" attitude toward school for seventh grade students. Sex was highly correlated with variables "Teacher Authority and Control," "Social Climate," "Learning" and "General", with seventh grade females tending to have more positive attitudes than males. Reading level was significantly correlated with two of the SSI variables for seventh grade students.

Age and Reading level were not related to attitudes toward school for eighth grade students. Again, females in the eighth grade tended to have more positive attitudes toward school for variables "Teacher Mode," Authority and Control," "Peer" and "General."

For ninth grade students, age and sex were not correlated to SSI variables. Reading level for ninth grade students was correlated with SSI variable "Authority and Control" but it was not highly correlated. Table 3.20 presents the correlations for age, sex and reading level to SSI post test measures.

TABLE 3.19

CORRELATION MATRIX OF AGE, SEX
AND READING LEVEL TO CMI POST TEST MEASURES

		C M I VARIABLES					
Grade Level		Attitude	Know Self	Know Jobs	Choose Job	Look Ahead	Prob. Solve
<u>Seven</u>							
Age	r =	-.11	.06	-.13	-.14	-.07	-.19
	p =	.18	.45	.09	.06	.37	.01
Sex	r =	-.07	-.29	-.13	-.18	-.12	-.10
	p =	.37	.001	.10	.02	.12	.17
Reading Level	r =	.30	.43	.42	.39	.36	.45
	p =	.001	.001	.001	.001	.001	.001
<u>Eight</u>							
Age	r =	.01	-.10	-.07	-.03	-.08	-.04
	p =	.92	.23	.35	.71	.29	.64
Sex	r =	-.06	-.22	-.06	-.01	-.01	-.01
	p =	.42	.007	.42	.87	.82	.94
Reading Level	r =	-.09	-.02	-.12	.01	-.05	.09
	p =	.31	.80	.18	.84	.57	.32
<u>Nine</u>							
Age	r =	-.003	-.07	-.14	-.13	-.07	-.12
	p =	.97	.42	.10	.12	.40	.16
Sex	r =	.008	-.31	-.12	-.05	-.11	-.22
	p =	.92	.001	.15	.54	.19	.01
Reading Level	r =	.15	.26	.37	.53	.46	.27
	p =	.10	.006	.001	.001	.001	.004

7th grade N = 156

8th grade N = 138

9th grade N = 105

TABLE 3.20

CORRELATION MATRIX OF AGE, SEX
AND READING LEVEL TO SSI POST TEST MEASURES

S S I VARIABLES							
Grade Level		Teacher Mode	Authority Control	Interpers. Relations	Social Climate	Peer	Learn General
<u>Seven</u>							
Age	r =	-.07	-.02	-.18	-.05	-.27	-.12
	p =	.33	.78	.02	.54	.001	.13
Sex	r =	-.14	-.17	-.15	-.19	-.002	-.18
	p =	.092	.03	.07	.02	.97	.02
Reading Level	r =	.34	.15	.14	.19	.09	.14
	p =	.001	.07	.10	.02	.30	.10
<u>Eight</u>							
Age	r =	-.16	-.01	-.04	-.10	-.09	-.03
	p =	.05	.86	.62	.25	.29	.70
Sex	r =	-.21	-.18	-.14	-.13	-.16	-.12
	p =	.01	.032	.11	.13	.05	.15
Reading Level	r =	-.009	-.12	-.03	.006	.04	.03
	p =	.92	.18	.76	.95	.70	.73
<u>Nine</u>							
Age	r =	-.05	-.04	.002	-.04	.14	.02
	p =	.60	.70	.97	.61	.10	.90
Sex	r =	-.01	-.05	-.0006	.02	.05	-.002
	p =	.90	.61	.99	.90	.55	.98
Reading Level	r =	-.06	-.23	.002	-.16	-.16	.07
	p =	.54	.02	.98	.11	.09	.45

7th grade N = 156

8th grade N = 138

9th grade N = 105

From the foregoing tables, a strong correlation appears to exist between reading levels and CMI variables for seventh and ninth grades. This was not apparent for eighth graders.

Essentially, age was not related to any CMI variable with the possible exception of "Problem Solving" for seventh grade students.

Sex generally correlated with "Knowledge of Self" for all three grade levels, with "Choosing a Job" for grade seven and "Problem Solving" for grade nine.

A strong correlation appears to exist between age and attitudes toward school for seventh grade students. For eighth and ninth graders, this was not apparent.

Females in the seventh and eighth grades tended to have more positive attitudes toward school. Sex was not a factor of attitudes for ninth grade students.

Reading level was correlated with SSI variables for seventh and ninth grade students but not very highly. Reading level was not related to attitudes toward school for eighth grade students.

CHAPTER IV

ANALYSIS OF SURVEY DATA

Five survey instruments were developed in an attempt to fulfill Objective V as stated in Chapter I. The data for each sample group (teachers, administrators, parents, students and businessmen) are presented in this chapter.

Educator Surveys

The Educator surveys were administered at Hebron Junior High School during April, 1976. The surveys were distributed to 44 teachers and 7 administrators. Teachers and administrators were instructed to fill out the instrument and leave completed survey in a collection point in the school office. Of the 44 teacher surveys distributed, 35 were returned which represents a 79% return. Of the 7 administrator survey, all were returned which represents a 100% return.

TABLE 4.1

INSTRUMENT RETURN RATE FOR EDUCATOR SAMPLE

Group	# Instruments Disseminated	# Instruments Returned	Percent Return
Teacher	44	35	79%
Administrator	7	7	100%

Of the teacher respondents, 60% were female and 40% were male. Of the administrators surveyed, 72% were male while 28% were female.

TABLE 4.2

SEX OF EDUCATOR RESPONDANTS

	Male		Female	
	Freq.*	% Freq.**	Freq.	% Freq.
Teachers	14	40%	21	60%
Administrator	5	72%	2	28%

*Frequency

** Percent Frequency

The mean ages of teachers and administrators were 28.14 and 34.1 respectively.

TABLE 4.3

AGES OF EDUCATOR RESPONDANTS				
Group	Mean	Median	Mode	Range
Teachers	28.14	25.0	25.0	23-60
Administrator	34.1	37.5	37.0	29-38

Responding teachers and administrators had all attained the bachelor degree, with 18% of the teachers having that degree as the highest attained. All surveyed administrators attained a Masters degree, with 71.4% having attained Rank I.

TABLE 4.4

HIGHEST LEVEL OF EDUCATION					
	Teacher		Administrator		
	Abs.* Frq.	Frq.** %	Abs. Frq.	Frq. %	
Bachelor	18	51.4%			
Bachelor+15	8	22.8%			
Master	7	20.0%	2	28.5%	
Rank I	1	2.8%	5	71.4%	
Specialist	1	2.8%			

* Absolute Frequency

** Frequency Percent

When surveyed relative to courses taken pertaining to Career Exploration, 91.4% of the teachers responded that they had not taken any courses for Exploratory Career Education. Of administrators surveyed, 85.7% had not taken any courses specific for Career Exploration.

For responding teachers, 17.1% had taken vocational training while 14.7% of the administrators had taken courses related to vocational education. Tables 4.5 and 4.6 report percentages for teachers and administrators.

TABLE 4.5

COURSES TAKEN RELATIVE TO CAREER EXPLORATION				
	Absolute Frequency		Frequency Percent	
	Yes	No	Yes	No
Teacher	3	32	8.5%	91.4%
Administrator	1	6	14.2%	85.7%

TABLE 4.6

COURSES TAKEN RELATIVE TO VOCATIONAL EDUCATION				
	Absolute Frequency		Frequency Percent	
	Yes	No	Yes	No
Teacher	6	29	17.1%	82.8%
Administrator	1	6	14.2%	85.7%

TABLE 4.7

MOST EFFECTIVE METHOD OF SOLICITING PARENT INVOLVEMENT
IN CAREER EXPLORATION PROGRAM - TEACHERS

Method	Absolute Frequency	Frequency Percent
Personal Contact	11	44.0%
Letters	2	8.0%
Telephone Call	6	24.0%
Student request	5	20.0%
Special program at School	0	0
Other	1	4.0%

While 44% of the teachers surveyed felt that personal contact was the most effective way to involve parents in a career exploration program, 58% of the teachers did not involve parents in the local career exploration program. Tables 4.7 and 4.8 report these data.

TABLE 4.8

HOW PARENTS WERE USED IN CAREER EXPLORATION CLASSES

Method	Absolute Frequency	Frequency Percent
Resource Person	6	19.3%
On Field Trips	6	19.3%
Shadowing	0	0
Haven't Used Parents	18	58.0%
Other	1	3.2%

Of the teachers surveyed, 74.1% responded that they had involved the business community in the local career exploration program. When the business community was involved in the local program, 45.9% of the teachers used businessmen as speakers.

TABLE 4.9

FREQUENCIES OF WAYS IN WHICH TEACHERS INVOLVED
BUSINESSES IN CAREER EXPLORATION ACTIVITIES

Type of Involvement	Absolute Frequency	Frequency Percent
Speakers	17	45.9%
Field Trips	15	40.5%
Shadowing	4	10.8%
Other	0	0

Teachers reported that Small Group Sessions - Own Faculty was the most beneficial inservice format for 36.3% of the respondents, while 39.3% indicated that visiting other programs was most beneficial. Table 4.10 reports this data.

TABLE 4.10

MOST BENEFICIAL INSERVICE FORMAT FOR INCREASING TEACHER
KNOWLEDGE AND UNDERSTANDING OF CAREER EXPLORATION

Inservice Format	Absolute Frequency	Frequency Percent
State Conferences	1	3.0%
Small Group Session Own Faculty	12	36.3%
Large Multi-Session	1	3.0%
Visit Other Program	13	39.3%
Small Group Session Other Faculty	5	15.1%
Professional Meeting	0	0
Other	1	3.0%

Table 4.11 indicates the type of resource person most helpful in providing information to teachers on career exploration. Forty-six percent of the teachers indicated that teachers at their own school were most helpful in providing information to them.

TABLE 4.11

RESOURCE PERSON PROVIDING MOST HELPFUL INFORMATION
TO TEACHERS ON CAREER EXPLORATION

Resource Person	Absolute Frequency	Frequency Percent
State Personnel	3	7.6%
Guidance Counselor	7	17.9%
Other Teachers-Own School	18	46.1%
Other Teacher -Other School	4	10.2%
Principal	1	2.5%
Career Coordinator	3	7.6%
Central Office Staff	0	0
Other	3	7.6%

Administrators responding indicated that the most effective public relations activity carried out in the local schools was providing personnel to work in the community and contact businesses personally.

TABLE 4.12

MOST EFFECTIVE PUBLIC RELATION ACTIVITY		
Activity	Absolute Frequency	Frequency Percent
Newspaper Exposure		
TV/Radio Exposure		
Pamphlet or brochure		
Provide Speakers to Clubs	1	16.6%
Special School Program		
PTA Information Session		
Field Personnel	3	50.5%
Tours		
Slide/Tape presentation	2	33.0
Other		

Table 4.13 indicates that the most effective format for increasing administrators knowledge and understanding of Career Exploration were Workshops/Inservice and Visiting Other Career Exploration Programs. Administrators indicated that they felt that State Department of Education personnel were least effective in increasing their knowledge of Career Exploration.

TABLE 4.13*

MOST EFFECTIVE FORMAT FOR INCREASING ADMINISTRATORS KNOWLEDGE AND UNDERSTANDING OF CAREER EXPLORATION		
Format	Absolute Frequency	Frequency Percent
Workshop/Inservice	2	28.5%
University Courses		
Professional Meetings	1	14.2%
Professional Literature		
Visits to other programs	2	28.5%
State Personnel		
Local Central Office	1	14.2%
Local Faculty		
Other	1	14.2%

*See Appendix O (Least Effective Format For Increasing Administrators Knowledge/Understanding) for more information.

Part II of the Educator Survey contained a knowledge and attitude section about career exploration. Simple frequency and percent of frequency were computed for this section of the survey.

Administrators felt strongly that teachers need thorough inservice before embarking on a career exploration program and that career exploration programs had given teachers more positive attitudes toward students and learning. Administrators agreed that a successful career exploration program needs a full time coordinator and that State and Federal governments need to provide monies for schools to impliment career exploration programs.

While administrators felt that State guidelines were not clear to them and most were undecided if they agreed with the present guidelines, administrators all indicated that career exploration was necessary for Kentucky schools and that schools should be responsible for providing career materials to students. Detailed item response data are presented in Appendix I.

Teachers likewise agreed that career exploration was necessary in Kentucky to increase student's awareness of career opportunities and that schools should be responsible for providing career materials to students. However, teachers indicated that the present curriculum guides do not provide enough materials on careers for use in classes and that more teacher materials are needed. In addition, teachers agreed with administrators responses that more money needs to be provided for career programs. It was interesting to note that teachers felt that the faculty was not enthusiastic about the career exploration program at Hebron Junior High. Appendix J presents detailed item responses for teachers.

Student Survey

A total of 285 surveys were administered to students in the student sample at Hebron Junior High. Of the total, 96 were seventh graders, 96 were eighth graders and 93 were ninth graders. A relatively even distribution of males and females in each grade responded to the survey.

The survey data will be presented together for the three grades for comparison purposes and to consolidate data. Table 4.15 reports frequency of male and female respondents of student surveys.

TABLE 4.15

SEX OF STUDENT RESPONDENTS

	Absolute Frequency	Frequency Percent
<u>Grade 7</u>		
Male	51	53.1%
Female	45	46.8%
<u>Grade 8</u>		
Male	47	48.0%
Female	49	51.0%
<u>Grade 9</u>		
Male	47	50.5%
Female	46	49.4%

Of the students surveyed, over 90% of each grade, male and female, planned to graduate from high school. Table 4.16 reports percentages for each grade.

TABLE 4.16

STUDENTS PLAN TO GRADUATE FROM HIGH SCHOOL

	Absolute Frequency		Frequency Percent	
	Yes	No	Yes	No
<u>Grade 7</u>				
Male	50	1	98.0%	1.9%
Female	42	3	93.3%	6.6%
<u>Grade 8</u>				
Male	45	0	95.7%	-
Female	48	1	97.9%	2.0%
<u>Grade 9</u>				
Male	45	2	95.7%	4.2%
Female	44	2	95.6%	4.3%

When surveyed on plans after graduation from high school, 37% of the seventh grade males indicated four-year college, while 35% of the seventh grade females were uncertain. Thirty-four percent of the eighth grade males indicated they would get a job and 28% of the eighth grade females were uncertain. Ninth grade males indicated they would get a job, 53%, and 32.6% of the ninth grade females indicated they would also get a job. Tables 4.17 4.18 and 4.19 report student responses for post high school plans.

TABLE 4.17

POST HIGH SCHOOL PLANS OF 7TH GRADE STUDENTS				
Response	Male		Female	
	Abs. Fre.	Fre. %	Abs. Fre.	Fre. %
Marriage	0	-	3	6.6%
Get a Job	17	33.3%	12	26.6%
Business School	1	1.9%	1	2.2%
Four-year College	19	37.2%	12	26.6%
Uncertain	12	23.5%	16	35.5%
Other	2	3.9%	1	2.2%

TABLE 4.18

POST HIGH SCHOOL PLANS OF 8TH GRADE STUDENTS				
Response	Male		Female	
	Abs. Fre.	Fre. %	Abs. Fre.	Fre. %
Marriage	1	2.1%	5	10.2%
Get a Job	16	34.0%	13	26.5%
Business School	0	-	6	12.2%
Four-year College	15	31.9%	10	20.4%
Uncertain	10	21.2%	14	28.5%
Other	5	6.0%	1	2.0%

*Absolute Frequency

** Frequency Percent

TABLE 4.19

POST HIGH SCHOOL PLANS OF 9TH GRADE STUDENTS

Response	Male		Female	
	Abs. Fre.	Fre. %	Abs. Fre.	Fre. %
Marriage	2	4.2%	8	17.3%
Get a Job	25	53.1%	15	32.6%
Business School	1	2.1%	4	8.6%
Four-year College	10	21.2%	10	21.7%
Uncertain	8	17.0%	9	19.5%
Other	1	2.1%	-	-

* Absolute Frequency

** Frequency Percent

Students were surveyed about the items they considered most important when selecting a career. Twenty-four percent of the seventh grade students, 20% of the eighth grade students and 22.6% of the ninth grade students chose money as their first consideration. Ability to be yourself was the second choice of all three grades surveyed. Table 4.20 presents data for student responses.

TABLE 4.20

ITEMS CONSIDERED MOST IMPORTANT
TO STUDENTS IN SELECTING A CAREER

Response	7TH		8TH		9TH	
	Abs. Fre.	Fre. %	Abs. Fre.	Fre. %	Abs. Fre.	Fre. %
Money	70	24.6%	59	23%	63	22.6%
Ability to be self	36	12.6%	51	18%	49	17.6%
Leisure Time	9	3.1%	5	1%	6	2.1%
Challenge	28	9.8%	23	8%	19	6.8%
Security	19	6.6%	13	4%	16	5.7%
Type of fellow workers	15	7.7%	13	4%	21	7.5%
Physical Safety	22	7.7%	14	4%	14	5.0%
Ease of Job	12	4.2%	8	2%	7	2.5%
Amt. of Educ.	25	8.8%	30	10%	35	12.5%
Social Status	5	1.7%	12	4%	4	1.4%
Chance to be Creative	25	8.8%	17	9%	19	6.8%
Chance for Advancement	18	6.3%	26	9%	25	8.9%

Table 4.21 indicates with whom students talk most about their career plans. When surveyed, 43.3% of the seventh and 47% of the eighth grade students talked to their parents most about career plans. Thirty-six percent of the ninth grade students stated they talked with fellow students most about their career plans.

TABLE 4.21

TYPE OF INDIVIDUALS TO WHOM STUDENTS
TALKED MOST ABOUT CAREER PLANS

Individual	7TH		8TH		9TH	
	Abs* Fre.	Fre:** %	Abs. Fre.	Fre. %	Abs. Fre.	Fre. %
Counselor	6	6.6%	3	3%	9	9.6%
Teacher	6	6.6%	6	6%	9	9.6%
Parents	39	43.8%	43	47%	31	33.3%
Another Adult	6	6.6%	3	3%	10	10.7%
Fellow Student	33	36.6%	38	41%	34	36.5%

*Absolute Frequency

**Frequency Percent

In an open ended response fashion, the researcher asked students to indicate the three things they liked best about their school. Of the responses given, the five most frequently occurring responses (in rank order) were:

1. Some Teachers
2. Fellow Students
3. Subjects Taught
4. Gym Class
5. Classwork

The four most frequent responses to things liked least by students about their school in rank order were:

1. Lunches
2. Some Teachers
3. Principals
4. Rules

The survey included a section dealing with student attitudes toward career exploration. A majority of the students stated that school was more interesting since they started talking about different occupations and that they enjoyed the project and group activity work done in class. Students in all three grades felt they would benefit from more field trips being added to the program to observe people on the jobs they studied.

Students in the seventh and eighth grades felt their teachers enjoyed the career classes, while students in the ninth grade did not feel as strongly about teacher attitudes. Yet it was interesting to find that all students felt that their teachers and the guidance counselor were helpful and that students could feel free to talk to those people about their work in the career exploration program.

Students in all three grades felt that studying about career choices helped them to understand why their school work was important. Appendix K reports detailed item responses for this section of the survey.

Parent Survey

Two hundred eighty-nine surveys were sent to parents of students participating in the research project. Of those sent, four were returned as undeliverable. Seventy-four completed surveys were returned to the project director for a return rate of 25%.

Of those responding, 63.5% were females, 14.8% were male and 21.6% responded to the survey jointly. The mean age for parents was 37.2 with a range of 30-52. Fifty-nine percent of the parents had completed grades 9-12.

Section II of the parent survey contained a knowledge and attitude response section. Detailed analysis of this section will not be given. However, Appendix L gives frequencies and percent of frequency results for individual items.

It was interesting to note that parents felt that Career Exploration programs were necessary in Kentucky schools and that Career Exploration programs were for all students in the local school. Parents were undecided when asked if their child was more interested in school since becoming involved in a career program but most agreed that their child talked with them about their activities in career classes.

Most all parents responding to the survey indicated it was important to have parents involved with planning of career programs in the schools.

TABLE 4.22

INDIVIDUAL PROVIDING PARENTS WITH
INFORMATION ABOUT CAREER EXPLORATION PROGRAM

Individual	Absolute Frequency	Frequency Percent
Teachers	3	4.0%
Counselor	0	-
Principal	1	1.3%
Other Parents	0	-
Students	49	66.2%
Not Aware of Program	21	28.3%

When parents were asked how they became aware of the career exploration program in the local school, 66.2% responded that students provided them with most of the information. When asked how to best inform parents of a career program, 72.0% responded that letters sent home was the best method. Tables 4.22 and 4.23 report parent responses.

TABLE 4.23

PARENT RESPONSES AS TO MOST EFFECTIVE METHODS
OF INFORMING THEM OF CAREER PROGRAM IN LOCAL SCHOOL

Method	Absolute Frequency	Frequency Percent
Letters sent Home	54	72.0%
Radio	0	-
TV	1	1.3%
Visit to School	12	16.0%
Special Program	6	8.0%
Newspaper	0	-
PTA Meeting	2	2.6%
Other	0	-

To determine the extent of parent involvement in the career exploration program, parents were asked if they had visited the school to talk with classes about their jobs, if they had arranged for pupils to visit their place of work or if they had helped on a field trip. Parents responded yes to the items listed above 6.8%, 1.4% and 13.6% respectively. Specific data are presented in Table 4.24

TABLE 4.24

CAREER EXPLORATION ACTIVITIES IN WHICH PARENTS
PARTICIPATED DURING THE 1975-1976 SCHOOL YEAR

Activity	Frequency		Frequency %	
	Yes	No	Yes	No
Visit school to talk with Students	5	68	6.8%	93.1%
Arrange Shadowing for Students	1	70	1.4%	98.5%
Help on a Field Trip	10	63	13.6%	86.3%

When asked if they, as parents, would be willing to participate in the local career program, 41.2% said yes and 58.7% responded No. When asked if parents had visited their child's school within the last year, 87.6% said they had and 12.3% had not.

Parents were asked what goals they had for their children after graduating from high school. Forty-five percent responded a four-year college. Table 4.25 reports parent goals for children.

TABLE 4.25

GOALS OF RESPONDING PARENTS FOR THEIR CHILD

Response	Absolute Frequency	Frequency Percent
Get a Job	9	12.5%
Marriage	1	1.3%
Military	0	-
Business School	6	8.3%
Voc./Tech. School	19	26.3%
College	33	45.8%
Other	4	5.5%

In an open ended response fashion, the survey asked parents to indicate the three things they liked best about their local school. The five most frequently occurring response, in rank order, were:

1. Teaching Staff
2. Curriculum
3. Extra Curricular Activities
4. Principals
5. Counselor Program

The five most frequent responses relative to things liked least by parents about their local school in rank order were:

1. Lack of Discipline
2. Lunch Program
3. Report Card
4. Teacher Not Responsive to Student Needs.
5. Lack of Communication

A total of twenty-five different response categories were recorded for things parents liked best about their school and twenty-two different response categories for things liked least about the schools.

Business Survey

Thirty-four surveys were sent to businesses in the local community. Thirteen were returned, for a return of 38%. Of those businesses responding, 76% were male and 23% were female. The ages ranged from 27 - 58 years, with a mean age being 45.15.

Businesses surveyed included construction, professional, service, utility and retail. Years of experience in their business ranged from 2 to 38 years. All respondents had attained a high school education, with 84% having gone beyond a high school education.

Ninety-one percent of the businessmen were married and eight percent were single. Of those surveyed, 45% of those responding as married had children.

The business survey contained a brief section to determine businesses knowledge and attitudes toward career exploration. When businessmen were asked if they were aware of the career exploration program in the local school, 63% agreed they were aware of the program.

Businessmen were all in favor of a career exploration program and felt that it would benefit a student entering their occupation. Most all businessmen agreed that the business community should have an active role in planning and participating in a school's career exploration program. Appendix M reports specific item response frequency and frequency percent data.

When businesses were asked how they had participated in the local career exploration program, 30% responded they had allowed students to "Shadow" a worker. Table 4.26 reports responses for that section of the survey.

TABLE 4.26

BUSINESS PARTICIPATION IN CAREER EXPLORATION
PROGRAM DURING 1975-1976 SCHOOL YEAR

Activity	Absolute Frequency	Frequency Percent
Resource Person	3	23%
Provide place for Field Trip	3	23%
Sent Materials to School	3	23%
Let Student Shadow	4	30%

Businesses responded that the most effective way to inform them about a career exploration program was through letters being sent to their place of business. Table 4.27 reports this data.

TABLE 4.27

MOST EFFECTIVE WAY TO INFORM BUSINESSES

Method	Absolute Frequency	Frequency Percent
Letters	7	53%
Radio	1	7%
TV	0	-
Local Newspaper	1	7%
PTA Meeting	0	-
Special Program at School	1	7%
Visits by School Personnel	3	23%

Table 4.28 reports that of those businessmen responding to the survey, 76% indicated that the resource person they would contact for information about a career exploration program would be a Career Coordinator.

TABLE 4.28

RESPONSES AS TO WHOM BUSINESSMEN WOULD ASK
FIRST FOR INFORMATION ABOUT CAREER PROGRAMS

Resource Person	Absolute Frequency	Frequency Percent
A Teacher	2	15%
A Counselor	0	-
A Principal	1	7%
A Career Education Coordinator	10	76%
Central Office	0	-
Other Businessmen	0	-
Parents	0	-
Other	0	-

Most businessmen, 25%, felt that allowing a student to take a field trip through their business would be the most effective way a businessman could contribute to a career program. Table 4.29 reports responses for this section.

TABLE 4.29

MOST EFFECTIVE WAY BUSINESS CAN
CONTRIBUTE TO A CAREER EXPLORATION PROGRAM

Activity	Absolute Frequency	Frequency Percent
Advisory Committee	5	18%
Program Planning Committee	1	3%
Resource Person	4	14%
Provide Materials	4	14%
Allow Field Trips	7	25%
Let Student Shadow	5	18%
Career Fair Day	1	3%
Other	0	-

Of the responding businesses, 76% indicated they would be willing to participate in the local career exploration program.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was designed to determine the impact of Career Exploration on student career maturity and attitudes toward school. The following represents a general summary of the findings of the Career Maturity Inventory and the School Sentiment Index data as presented in Chapter III. Also presented in this chapter are conclusions and recommendations as supported by data from the evaluation system presented in Chapter IV.

Career Maturity Inventory

1. Seventh grade students exposed to a career exploration program tended to have a greater gain in career maturity than students not exposed to a career exploration program.
2. Eighth grade students exposed to a career exploration program had significant gains on all variables of the CMI when compared to the comparison group.
3. Ninth grade students in the experimental group appeared to be less career mature than the comparison group on pre test. However, ninth grade students did gain in career maturity during the treatment period.
4. The comparison group ninth grade students had a higher career maturity level at the end of the school year than did the experimental group.

School Sentiment Index

1. For seventh grade students, data did not strongly support the hypothesis that a career exploration program will produce significantly better attitudes toward school. However, attitudes toward teacher authority and control and teacher interpersonal relationships are more positive for seventh grade students who have participated in a career program.
2. Eighth grade students in the experimental group had more positive attitudes toward school than did the eighth grade students in the comparison group.
3. Eighth grade students in the experimental group did not digress in school attitudes to the extent of the comparison group.

4. In both cases, seventh and eighth grade students increased in positive attitudes toward Peers.

5. Ninth grade students in the experimental group were more stable in their attitudes toward school than the comparison ninth grade students.

6. Peer relations attitudes did not change throughout the school year for ninth grade students in the experimental group.

7. Comparison group ninth graders attitudes did become more positive toward peers throughout the school year.

Evaluative Surveys

1. Administrators surveyed were all supportive of a Career Exploration program.

2. Administrators and teachers generally believe that career exploration is needed in schools and is beneficial to students.

3. While administrators had very positive attitudes toward career exploration, teachers in the school seemed to be less than enthusiastic about the program.

4. Generally, small group sessions with their own faculty was the most beneficial inservice format for teachers.

5. Teachers report that faculty members in their school were most helpful in providing career materials to them.

6. Administrators and teachers agreed that State guidelines and objectives on career exploration need to be defined specifically.

7. Teachers indicated that the present curriculum guides from the Practical Arts Department need to be up dated and need to contain additional information and activities to be functional.

8. Students seemed to be generally pleased with the career program and felt their teachers enjoyed the program.

9. Students indicated a need for more out of classroom activities to enhance the class discussion of career opportunities.

10. Parents indicated they became aware of the program through students.

11. Most parents agreed that the career program was necessary in Kentucky schools.

12. Generally, parents indicated a willingness to participate in the school's career exploration program.

13. Businesses were enthusiastic about the career program and indicated a willingness to participate in it.

14. Businesses felt that the business community should have an active role in planning a career program.

15. Businesses felt that the most effective way for them to participate in a career program would be to allow field trips at their business.

Recommendations

The following recommendations are made based on the findings of this research.

1. Hebron Junior High should organize an advisory committee of parents and businessmen to provide input into program development.

2. Inservice should be provided at least once a year for teachers and administrators involved in a career exploration program.

3. Schedule changes should be made to provide ninth grade students more of an opportunity to explore careers and to strengthen the program at this grade level.

4. A full time career exploration coordinator should be placed at Hebron Junior High School to facilitate teachers and students in the career exploration program.

5. Additional materials and resources need to be provided to teachers from the State level so that they may better provide career experiences for students.

6. Teachers need to involve parents and businesses in their career activities. Extensive field work would be indicated here. Also, additional out of classroom activities need to be provided for students.

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APPENDIX A

Bullitt County Labor Market Area

BULLITT COUNTY LABOR MARKET AREA

Shaded area denotes labor market area



10 0 10 20 30 40
GRAPHIC SCALE IN MILES

APPENDIX B
Advisory Committee

ADVISORY COMMITTEE

Mr. C. T. Collins
Principal
Hebron Junior High School
Rt. 4
Shepherdsville, KY 40165

Mr. Cecil Mattingly
Principal
Mt. Washington Junior High School
Water Street
Mt. Washington, KY 40047

Ms. Susan Mattingly
Guidance Counselor
Hebron Junior High School
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Shepherdsville, KY 40165

Ms. Rachel Russell
Guidance Counselor
Mt. Washington Junior High School
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Mt. Washington, KY 40047

Mr. Don Wilson
Program Coordinator
Region 6
1900 Plantside Drive
Jeffersontown, KY

Mr. Tony Harvey, Director
K E D R 6
13 B Village Plaza
Shelbyville, KY 40065

Mr. Doug McKinley, Director
Mr. John Horton, Asst. Director
Practical Arts Unit
Bureau of Vocational Education
Capital Plaza Tower
Frankfort, KY 40601

Mr. George Bradbury
Suburban Skate - O - Rama
4821 North Hwy 61
Shepherdsville, KY 40165

APPENDIX C
Career Exploration Pamphlet

EVALUATING PRACTICAL ARTS IN THE JUNIOR HIGH

The Bullitt County Schools Project to Determine the impact of Career Education On Career Maturity and Attitudes Toward School of Junior High Students.

During the past few years, career education has seen a new emphasis in our schools. The Practical Arts Unit in the Bureau of Vocational Education at Frankfort has created curriculum guides in all career clusters for use in schools. We are proud to say that Hebron Junior High School was selected in 1974 to be one of the field test sites for these guides. Hebron has since incorporated this program into its school philosophy and curriculum.

During the 1975-76 school year more than 600 junior high students in Bullitt County are participating in a research project being conducted by Mrs. Karen Travis. This project is funded through the Resources Development Unit, Kentucky Bureau of Vocational Education, in cooperation with Western Kentucky University. The study is an attempt to determine the Impact of Career Education on Career Maturity and Attitudes Toward School of junior high students in the Bullitt County school system.

SOME HAPPENINGS IN CAREER EDUCATION AT HEBRON

AGRIBUSINESS ¶ Students in the Agribusiness classes have studied dairy farming, tobacco industry, plants, management in farming. In connection with these studies, students have visited a dairy farm and observed the milking process. Students have also observed the process of stripping tobacco. Students in this class gain first hand appreciation of the contributions of the American farmer and careers in farming.

BUSINESS and OFFICE - students in **Business and Office** careers once again served as coordinators of the school corporation, a combined effort of the Art, Home Economics, Industrial Arts and Pre-Vocational departments. The corporation is run similarly to Junior Achievement programs.

COMMUNICATIONS & MEDIA - The communication students are training on a new color video tape system for closed circuit television. These students operate the machinery for teachers wishing to tape presentations or events in their classes, and at Hebron's ball games. Students have also visited television's Omelet to see a television show and news production in progress.

THE EVALUATION PROGRAM

The research being conducted this school year is an attempt to evaluate the impact of Career Exploration on students in Bullitt County. This evaluation is being done through a pre-test, post-test design. Students participating in the project were pre-tested in September using the Career Maturity Inventory by Crites and the School Sentiment Index, developed in California. Students participating in the project will be post tested in April using the same instruments.

One product of the research project is a set of five questionnaires to evaluate programs in Career Education. These instruments have been constructed so that they can be used by any school with a career program. The questionnaire package includes questionnaires to gather information from students, teachers, administrators, parents and businessmen in the local community.

It is hoped that these questionnaires will provide a school with a sound evaluation of its career education program.

APPENDIX D
School Sentiment Index

SCHOOL SENTIMENT INDEX

Directions: For each statement, indicate the extent to which you agree or disagree by marking the answer sheet:

- a) if you strongly agree
- b) if you agree
- c) if you disagree
- d) if you strongly disagree

For example:

I. My classes are too easy.

If you disagree with the statement you should mark C on the answer sheet as follows:

1 a b c d

There are no right or wrong answers, so respond to each item as honestly as you can.

1. My teachers rarely explain to me why I deserve the grades I earn on assignments and tests.
2. I do my best in school.
3. My teachers are interested in the things I do outside of school.
4. Each morning I look forward to coming to school.
5. My school has too many rules.
6. My teachers allow students some choice in what they study in class.
7. I often feel rushed and nervous at school.
8. My teachers give assignments that are too difficult.
9. Students here aren't very friendly.
10. My teachers try to make their subjects interesting to me.
11. I hate having to do homework.

12. My teachers are interested in what I have to say.
13. When I'm at school, I'm unhappy.
14. This school is run like a prison.
15. In most of my classes, individual students can choose assignments which are interesting to them.
16. If I did something wrong at school, I know I would get a second chance.
17. My teachers give assignments that are just busy-work.
18. I enjoy working on class projects with other students.
19. My teachers really like their subjects.
20. I would rather learn a new sport than play one I already know.
21. My teachers are personally concerned about me.
22. School depresses me.
23. Whenever I'm called to one of the offices at school, I feel upset.
24. I think there is too much pressure in school.
25. My teachers give me too much work.
26. School is a good place for making friends.
27. My teachers are boring.
28. I like the challenge of a difficult assignment.
29. My teachers don't try to understand young people.
30. I stay home from school whenever I can.
31. My classes are too big.
32. I'm very interested in what goes on at this school.
33. My teachers explain assignments clearly.
34. In school I have to memorize too many facts.
35. The main reason for going to school is to learn.
36. If I had a serious problem, I don't know one teacher in my school I could go to.
37. Students have enough voice in determining how this school is run.
38. My teachers have encouraged me to think for myself.

39. My teachers have been fair to me.
40. I usually don't get involved in many school activities.
41. My teachers won't give me any idea of what will be on their tests.
42. I really like most of the kids at this school.
43. My teachers don't allow me to be creative.
44. Teachers recognize my right to a different opinion.
45. I get tired of listening to my teachers talk all the time.
46. I attend many school events.
47. I like to talk to my teachers after class.
48. I think my teachers are too old-fashioned.
49. I really feel I'm part of my school.
50. My teachers frequently show a lack of preparation.
51. It is difficult for a new student to find friends here.
52. I have a good relationship with most of my teachers.
53. My favorite classes are those in which I learn the most.
54. I would like to go to school all year long.
55. Each September I look forward to the beginning of school.
56. Our school is so large, I often feel lost in the crowd.
57. I usually get the grade I deserve in a class.
58. My teachers are friendly toward the students.
59. I try to do good work in class.
60. My teachers still respect me as a person even when I've done poorly on my school work.
61. I like school better than my friends do.
62. There's no privacy at school.
63. My teachers let me know what is expected of me.
64. I enjoy the social life here.
65. My teachers grade me fairly.

66. There are many closed groups of students here.
67. My teachers like working with young people.
68. I often buy books with my own money.
69. My teachers are too concerned with discipline.
70. I liked school better when I was in elementary school than I do now.
71. At school, other people really care about me.
72. If I thought I could win, I'd like to run for an elected student body office.
73. My teachers will discuss grade changes with me.
74. My teachers just don't care about students if they're not going to college.
75. I do more school work than just what is assigned.
76. Teachers at my school cannot control their classes.
77. My teachers give me individual help willingly.
78. Lunch time at school is not fun.
79. My teachers are often impatient.
80. If I had the choice, I wouldn't go to school at all.
81. My teachers have "pets."
82. My teachers often waste too much time explaining things.
83. I follow the school rules.

APPENDIX E

Career Exploration Educator Surveys

ADMINISTRATORS SURVEY

PART I

DIRECTIONS: Please provide the following information by checking or filling in the blank.

1. Number of years experience in administration
2. Female Male
3. Age
4. Highest degree held
5. Number of teachers in your school
6. Type of school:
..... Elementary 1-6
..... Middle 6-8
..... Jr. High 7-9
..... High School 10-12
7. Subjects you have taught.
8. Number of years outside of school work experience
In what area
9. Have you taken courses specific to career training during your preparation as an administrator Yes No
10. Have you taken courses specific to vocational training during your preparation as an administrator Yes No
11. Number of years your school has had a career program
12. Emphasis has been on: Awareness Exploration

PART II

DIRECTIONS: Read each statement and give your feelings about each. Indicate by circling (SA) if you strongly agree, (A) if you agree, (D) if you disagree, or (U) if you are undecided or have no opinion.

- SA A D SD U 1. The cost of starting our career program at this school has been moderate.
- SA A D SD U 2. Teachers need thorough inservice several times before being able to adequately teach in career education.
- SA A D SD U 3. Career education can be successfully implimented without any extra costs.
- SA A D SD U 4. Career education can be successfully implimented without a major shift in room assignments for classes.
- SA A D SD U 5. Career education activities have given teachers more positive attitudes toward students and learning.
- SA A D SD U 6. Career education should span grades K-12.
- SA A D SD U 7. Specific career classes should be set up to study specific clusters.
- SA A D SD U 8. Career education provides students with skills for job entry.
- SA A D SD U 9. There is no difference between vocational education and career education.
- SA A D SD U 10. Parents do not make any meaningful contributions to a career education program.
- SA A D SD U 11. More Federal and State funding is needed for career programs.
- SA A D SD U 12. State guidelines on Career Education are not clear to me.
- SA A D SD U 13. Career education encourages students to drop out and get a job.
- SA A D SD U 14. A room composed of all career education materials would be beneficial for student use.

SA A D SD U 15. Career programs are designed to be taught as separate courses.

SA A D SD U 16. I agree with state guidelines on career education.

SA A D SD U 17. Our guidance program plays a major role in our career education program.

SA A D SD U 18. To be successful, a career program needs a full time coordinator in each school.

SA A D SD U 19. Career education programs are a waste of time in terms of student interest.

SA A D SD U 20. Career education is necessary in Kentucky to increase students awareness of career opportunities.

SA A D SD U 21. Schools should be responsible for providing career materials to students.

SA A D SD U 22. State departments should provide monies for schools to provide career materials to students.

SA A D SD U 23. Career exploration is only for students who are not capable of regular school work.

SA A D SD U 24. Career exploration is the same as vocational education.

SA A D SD U 25. Career exploration is for all students.

SA A D SD U 26. Career exploration is designed to be integrated into regular subject matter classes.

PART III

DIRECTIONS: Based upon your experience in career exploration, please check or fill in the appropriate box to provide the following information:

1. Have you initiated any public relations activities concerning career exploration in your school? ☒ Yes ☐ No

If yes, What kind:

☐ Newspaper exposure

☐ PTA information sessions

☐ TV/Radio exposure

☐ Tours

☐ Pamphlet or brochure for dissemination

☐ Slide/Tape presentations

☐ Provide speakers for Civic clubs

☐ Field personnel to talk with businessmen in community

☐ Special school programs

☐ Other (specify)

PART III

2. If you have initiated public relations activities, which has produced the most effective feedback? (check one)

___ Newspaper exposure	___ Tours
___ TV/Radio exposure	___ Slide/Tape presentations
___ Pamphlet or brochure for dissemination	
___ Provide speakers for Civic clubs	___ Other(specify)
___ Special school programs	
___ PTA information sessions	
___ Field personnel to talk with businessmen in community.	

3. Which of the following has most increased your knowledge and understanding of career education: (check one)

___ Workshops/in-service
___ University courses
___ Professional meetings
___ Professional literature
___ Visits to other projects
___ State Personnel
___ Local central office personnel
___ Local faculty
___ Other (specify)

4. Which of the following has been least effective in increasing your knowledge and understanding of career education (check one)

___ Workshops/in-service	___ Other (specify)
___ University courses	
___ Professional meetings	
___ Professional literature	
___ Visits to other projects	
___ State Personnel	
___ Local central office personnel	
___ Local faculty	

TEACHER SURVEY

PART I

DIRECTIONS: Please provide the following information by checking or filling in the blank.

1. ☐ Female ☐ Male
2. Age
3. Teaching experience (years)
4. Subject area taught:
☐ Math ☐ English ☐ Business
☐ Science ☐ Social Studies ☐ Industrial Arts
☐ Home Economics ☐ Other (list)
5. Level you teach:
☐ Elementary
☐ Middle or Jr. High
☐ High School
6. Education (check highest degree)
☐ Bachelors
☐ Bachelors + 15
☐ Masters
☐ Other (specify)
7. Number of years or months of work experience not in the schools
8. Have you taken courses specific to career exploration during your preparation as a teacher. ☐ Yes ☐ No
9. Have you taken courses specific to vocational training during your preparation as a teacher. ☐ Yes ☐ No

PART II

DIRECTIONS: Read each statement and give your feelings about each. Indicate by circling (SA) if you strongly agree, (A) if you agree, (D) if you disagree, (SD) if strongly disagree or (U) if you are undecided or have no opinion.

- SA A D SD U 1. I understand the objectives of the career exploration program in my school.
- SA A D SD U 2. Career exploration programs are a waste of time in terms of student interest.
- SA A D SD U 3. Career exploration is necessary in Kentucky to increase students awareness of career opportunities.
- SA A D SD U 4. Schools should be responsible for providing career materials to students.
- SA A D SD U 5. State departments should provide monies for schools to provide career materials to students.
- SA A D SD U 6. Career exploration is for all students.
- SA A D SD U 7. Career exploration is the same as vocational education.
- SA A D SD U 8. Career exploration is only for students not capable of regular school work.
- SA A D SD U 9. Career exploration is designed to be integrated into regular subject matter classes.
- SA A D SD U 10. Career exploration programs are a waste of my time.
- SA A D SD U 11. The purpose of the career exploration program at our school is clear to the faculty.
- SA A D SD U 12. Planning for the career exploration program takes too much of my time.
- SA A D SD U 13. Career education should be a part of all courses in school.
- SA A D SD U 14. Planning for the outside activities for career exploration is often difficult.
- SA A D SD U 15. Students should be exposed to as many careers as possible.
- SA A D SD U 16. My students are more interested in school since beginning the career exploration program.
- SA A D SD U 17. I can see no benefit for Jr. High school students from a career exploration program.

- SA A D SD U 18. Career exploration makes my classes more interesting and relevant to students.
- SA A D SD U 19. The administration supports the career exploration program at out school.
- SA A D SD U 20. Our faculty is enthusiastic about the career exploration program.
- SA A D SD U 21. Parents are an important part of a successful career program.
- SA A D SD U 22. The career curriculum guides from the State do not present enough usable material for students.
- SA A D SD U 23. It would be beneficial to see other Jr. High career programs in operation.
- SA A D SD U 24. More teacher materials for career exploration are needed.
- SA A D SD U 25. A room composed of all career exploration materials would be beneficial for student use.
- SA A D SD U 26. More money should be available to fund career exploration activities.
- SA A D SD U 27. "Hands On" experiences are necessary to help students understand what jobs are about.
- SA A D SD U 28. Students are reluctant to participate in career exploration projects.
- SA A D SD U 29. More time should be spent on the basic subjects and let parents prepare students for the world of work.
- SA A D SD U 30. Basic subject matter is hindered by career exploration programs.
- SA A D SD U 31. Libraries are not equipped with enough career materials.
- SA A D SD U 32. Workshops/Inservice in career exploration are vital to a program's success.
- SA A D SD U 33. Career exploration is designed to be taught as separate courses.
- SA A D SD U 34. It is unreasonable for me to have at least one career objective in every unit of study covered in class.
- SA A D SD U 35. Career education is helpful in the teaching of basic subjects such as math, english, social studies science.

- SA A D SD U 36. Our guidance program plays a major role in our career exploration program.
- SA A D SD U 37. Facilitating the career development of students is the counselors job not the teachers job.
- SA A D SD U 38. Career exploration encourages students to dropout and get a job.

PART III

DIRECTIONS: Based upon your experience in career exploration, please check or fill in the appropriate box to provide the following information.

1. What has been the most effective in soliciting parent involvement in your program (check one)

___ personal contact
___ letter
___ telephone call
___ student's request
___ special program night at school
___ other (specify)

2. During the year, how have you used parents in your classes.

___ resource persons
___ on field trips
___ "Shadowing"(tours at their place of work)
___ haven't used parents
___ other(specify)

3. Have you involved the community in your career exploration program? ___ Yes ___ No

If yes, how?

___ speakers
___ field trips
___ "Shadowing"
___ other (specify)

4. Do you feel people in the Business community are aware of the career exploration program at your school?

____ Yes ____ No

If yes, what is their general attitude

____ favorable ____ neutral ____ unfavorable

5. What type of inservice is most beneficial to you for a career exploration program. (check one)

____ State conferences

____ Small group session - own faculty

____ Large multi-session group

____ Visiting other programs

____ Small group session - other faculties

____ Professional organization meetings

____ Other (specify)

6. Who provides you with the most helpful information regarding career exploration.

____ State Department Personnel

____ Guidance counselor

____ Other teachers at your school

____ Other teachers at other schools

____ A principal

____ Regional career coordinator

____ Central office personnel

____ Other (specify)

7. What type of inservice has been least helpful to you in your career program (check one)

____ State conferences
____ Small group session - own faculty
____ Large multi-session group
____ Visiting other programs
____ Small group sessions - other faculties
____ Professional organization meetings
____ Other (specify)

8. During the past year, how many people (other than parents of your students) have visited your classroom to discuss their jobs or hobbies? _____
9. During the past school year, how many trips did your class take to observe the world of work. _____
10. How many of your students were involved in a "shadowing" (visit individual on the job) program during the past year _____

Recommendations you may have to improve the program or change it in any way.

APPENDIX F
Career Exploration Business Survey
and
Cover Letter

HEBRON JUNIOR HIGH SCHOOL

ROUTE 4

SHEPHERDSVILLE, KENTUCKY 40165

C. T. COLLINS, PRINCIPAL
DWYLA PHILLIPS, SEC.

RAY FOSTER, ASS'T. PRINCIPAL
SUSAN MATTINGLY, COUNSELOR

Dear Sir:

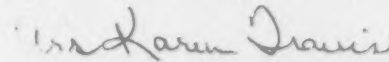
This year Bullitt County is participating in a research project through the Resources Development Unit of the State Department of Education.

Part of the information needed for this research can only be provided by you.

Please take a few minutes from your busy schedule to fill out the attached survey. The time you take providing this information will help in evaluating and improving courses offered in our local schools. Do Not Put Your Name On It. All responses will be held in strict confidence. Please return the survey as soon as possible in the stamped envelope provided.

Thank you for filling out the survey and for your interest in your local school system.

Sincerely,



Mrs. Karen Travis
Project Director

Enc.

Business Community Survey

Part I

Directions: Please provide the following information by placing a check or filling in the blanks.

1. ☐ Male ☐ Female
2. Type of business _____
3. Years of experience at this type of work _____
4. Age _____
5. Education: How far did you go in school (check highest level)
 - ☐ Grades 1-9
 - ☐ High School
 - ☐ 1-2 years college
 - ☐ 4 years college
 - ☐ Vocational/technical school
 - ☐ Business School
 - ☐ Other (specify) _____
6. Marital status _____
7. Number of children _____

Part II

Directions: Read each statement and give your feelings about each. Indicate by circling SA if you strongly agree, A if you Agree, D if you Disagree, SD if you Strongly disagree or U if you are undecided or have no opinion.

- | | |
|-------------|--|
| SA S D SD U | 1. I am aware of the Career Education program in the local schools. |
| SA A D SD U | 2. Career Education should prepare students for job entry. |
| SA A D SD U | 3. Traditional school settings prepare students sufficiently for job entry. |
| SA A D SD U | 4. As an employer, I am in favor of Career Education programs. |
| SA A D SD U | 5. The Business community should have an active role in the school's Career Education program. |
| SA A D SD U | 6. Career Education would not benefit a student entering my line of work. |
| SA A D SD U | 7. One benefit of Career Education is that it enables students to get along with fellow workers. |
| SA A D SD U | 8. A strong Career Education program better prepares a student for job entry. |

Part III

Directions: Please provide the following information by placing a check or filling in the blanks.

1. In the past year, have you been asked to participate in the local career program by any of the following:

☐ Resource person (speak to a class)
☐ provide a place for field trip
☐ Send materials on your business to school for class use.
☐ Let a student follow a worker for a morning.
☐ Other (please list)

2. What is the best way to let you know about the Career program in the schools. (Check One)

☐ Letters sent to your business
☐ Radio
☐ TV
☐ Local newspaper
☐ PTA meetings
☐ Special programs at school
☐ Visits by school faculty to your place of business
☐ Other (please list)

3. To get more information about your schools Career program, who would you ask? (Check One)

☐ a Teacher	☐ Central Office
☐ a Counselor	☐ Other businessmen
☐ a Principal	☐ Other parents
☐ a Career Education coordinator	☐ Other (specify)

Part III continued

4. Please check the following ways that you feel local businessmen could effectively contribute to a school's Career Education program:

☐ Advisory committee
☐ Program Planning committee
☐ Resource person
☐ Provide class materials on your career
☐ Allow field trips to his/her place of business
☐ Let a student follow a worker during the day to see typical work duties, etc.
☐ Career fair day
☐ Other (specify)

5. I would be willing to participate in the local Career program if asked

☐ Yes ☐ No

APPENDIX G

Career Exploration Student Survey

SECTION II

DIRECTIONS: Read each statement and give your feelings about it. Indicate by circling (A) if you agree with the statement, (SA) if you strongly agree, (D) if you disagree, (SD) if you strongly disagree, or (U) if you are undecided and have no opinion.

SA A D SD U 1. School is more interesting since we started talking about different occupations.

SA A D SD U 2. I enjoyed the projects and group activities we did in class about careers.

SA A D SD U 3. Guest speakers aren't interesting.

SA A D SD U 4. We need more field trips to observe people at work at the jobs we studied.

SA A D SD U 5. I learned what skills and education are needed to get a job in the careers I studied.

SA A D SD U 6. I enjoyed my teachers this year.

SA A D SD U 7. Studying about career choices has helped me to understand why my class and school work is important.

SA A D SD U 8. I talked to my parents about my work in careers.

SA A D SD U 9. My teacher enjoyed our class and the projects we did in careers.

SA A D SD U 10. My friends and I talk about future career choices.

SA A D SD U 11. I feel I can talk about my work in career exploration with my teachers.

SA A D SD U 12. My teachers and guidance counselor are helpful with my career exploration work.

SA A D SD U 13. Talking about careers was boring.

STUDENT SURVEY

Directions: Please answer the following by placing a check in the blank or filling in the blank.

1. Sex: ☐ Female ☐ Male
3. Age
2. School
4. Grade
5. Do you plan to graduate from High School ☐ Yes ☐ No
6. What are your plans after high school (check only one):

☐ Marriage	☐ Four year college
☐ Get a job	☐ Uncertain
☐ Business school	☐ Other (please list)
7. Have you:

a) Started to think about a career ☐ Yes ☐ No
b) Thought about career possibilities ☐ Yes ☐ No
c) Selected a career ☐ Yes ☐ No
d) If yes to item (c) What career
8. Which of the following would you consider to be the three (3) most important things you look for in a career?

☐ Money	☐ Physical safety
☐ Ability to be your self	☐ Ease of job
☐ Leisure time	☐ Amount of education or training required
☐ Challenge	☐ Social Status
☐ Security	☐ Chance to be creative
☐ Type of fellow workers	☐ Chance for advancement
9. During the school year, to whom have you talked most about your career plans: (Check one)

☐ Counselor	☐ Parents	☐ Fellow students
☐ Teacher	☐ Another adult	

10. Have persons from outside of school visited and talked in your classes about different jobs, careers or hobbies which are related to your classes?

____ Yes ____ No

If yes, How many people have visited your classes ____

Did you enjoy and benefit from these visits ____ Yes ____ No

11. Have any of your classes taken field trips to businesses or industries which are related to your classes? ____ Yes ____ No

If yes, do you feel these trips were worthwhile ____ Yes ____ No

12. What three things do you like best about your school?

1.

2.

3.

13. What three things do you like least about your school?

1.

2.

3.

APPENDIX H

Career Exploration Parent Survey

and

Cover letter and Reminder notice

HEBRON JUNIOR HIGH SCHOOL

ROUTE 4

SHEPHERDSVILLE, KENTUCKY 40165

C. T. COLLINS, PRINCIPAL
DWYLA PHILLIPS, SEC.

RAY FOSTER, ASS'T. PRINCIPAL
SUSAN MATTINGLY, COUNSELOR

Dear Parent:

You!

And your child are among the most important people to a school system. To help us make our school programs better, we need Your help.

Bullitt County is participating in a research project funded through the State Department of Education in Frankfort. Some of the most important information for this research can only be provided by you.

Please take a few minutes to fill out the attached survey. Do Not Put Your Name On It. All responses will be held in strict confidence. Please return the survey as soon as possible in the stamped envelope provided.

Thank you for filling out this form and for your interest in your school.

Sincerely,

Mrs. Karen Travis

Mrs. Karen Travis
Project Director

PARENT SURVEY

PART I

DIRECTIONS: Please provide the following information by placing a check or filling in the blank.

1. ☐ Female ☐ Male ☐ Check here if both parents filling out survey jointly.
2. Age
3. Please list your occupation:
4. Education - Check highest grade completed
 - ☐ 1-8 ☐ 4 years college
 - ☐ 9-12 ☐ Technical/trade or vocational school.
 - ☐ 1-2 years college ☐ Business school
 - ☐ Other (please list)

PART II

DIRECTIONS: Read each statement and give your feeling about it. Indicate by circling (SA) if you strongly agree with the statement, (A) if you agree, (D) if you disagree, (SD) if you strongly disagree or (U) if you are undecided and have no opinion.

- SA A D SD U 1. I am aware of the Career Exploration program at my child's school.
- SA A D SD U 2. Career Exploration programs are a waste of my child's time.
- SA A D SD U 3. Career Exploration is necessary in Kentucky schools.
- SA A D SD U 4. The local schools provide career materials to students
- SA A D SD U 5. In our local schools, career exploration is for all students.
- SA A D SD U 6. Career exploration is the same as vocational education in our school.
- SA A D SD U 7. Career exploration is for students not capable of regular school work.
- SA A D SD U 8. Career exploration should be taught as a separate class.
- SA A D SD U 9. Our schools provide students with career experiences outside the classroom.
- SA A D SD U 10. My child seems more interested in school since becoming involved in the career exploration program.
- SA A D SD U 11. My child talks with me about his/her activities in careers.
- SA A D SD U 12. My child has talked about future job choices with me since beginning career exploration work.

- SA A D SD U 13. 7th grade is too early for students to begin career exploration.
- SA A D SD U 14. Parents should know more about the career exploration program.
- SA A D SD U 15. 8th graders are old enough to begin exploring careers.
- SA A D SD U 16. It is important that parents help plan career exploration programs in the schools.
- SA A D SD U 17. Helping students with career choices is the job of the guidance counselor not the teacher.

PART III

Directions: Please provide the following information by placing a check or filling in the blank.

1. How did you become aware of the career exploration program in your school.
(check one)

☐ Teachers	☐ Other parents
☐ Counselor	☐ Students
☐ Principal	☐ I am not aware of the Career program

2. What is the best way to let you know about career exploration programs at your school. (check one)

☐ Letters sent home	☐ Special programs at school
☐ Radio	☐ Newspaper
☐ TV	☐ PTA meetings
☐ Visits to school	☐ Other (specify)

3. Have you done any of the following during the past year?

☐ Yes ☐ No	Visited a school and talked to pupils about your job or hobby?
☐ Yes ☐ No	Arranged for pupils to visit you place of work?
☐ Yes ☐ No	Helped on a field trip?

4. I would be willing to participate in the career program at my child's school as a resource person. ☐ Yes ☐ No

5. Have you visited you child's school within the last year? ☐ Yes ☐ No

6. What are your hopes for your school age child/children when he/she leaves school.
(check one)

☐ Get a job	☐ Business school
☐ Marriage	☐ Vocational/technical school
☐ Military service	☐ College
☐ Other (list)	

PART IV

Please answer both questions.

1. What three (3) things do you like best about your schools.

1.

2.

3.

2. What three (3) things do you least like about your schools.

1.

2.

3.

May 17, 1976

Dear Parents:

Two weeks ago you received a survey as part of a research project being conducted in the Bullitt County schools for the State Department of Education.

This is just a reminder for you to complete the survey and return it in the envelope that was provided - or with your child if you prefer - as soon as possible.

If you have already returned your survey, please accept my thanks for your help in this project.

Karen Travis
Project Director

APPENDIX I

Knowledge and Attitude Item Response-Administrators

KNOWLEDGE AND ATTITUDE ITEM RESPONSE-ADMINISTRATORS

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Undecided	
	Fre.	Fre. %**	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %
1. The cost of starting our Career program at this school has been moderate.	1	14.2%	3	42.8%					3	42.8%
2. Teachers need thorough Inservice several times before being able to adequately teach in Career Education.	3	42.8%	3	42.8%			1	14.2%		
3. Career education can be successfully implimented without any extra costs.	2	28.5%	2	28.5%	2	28.5%	1	14.2%		
4. Career education can be successfully implimented without a major shift in room assignments for classes.	2	28.5%	5	71.4%						
5. Career education activities have given teachers more positive attitudes toward students and learning.			6	85.7%					1	14.2%
6. Career education should span grades K-12.	6	85.7%	1	14.2%						
7. Specific career classes should be set up to study specific clusters.	1	14.2%	3	42.8%	1	14.2%	1	14.2%	1	14.2%
8. Career education provides students with skills for job entry.			3	42.8%	1	14.2%	1	14.2%	2	28.5%
9. There is no difference between vocational education and career education.			1	14.2%	2	28.5%	4	57.1%		
10. Parents do not make any meaningful contribution to a career education program.					1	14.2%	6	85.7%		
11. More Federal and State funding is needed for career education programs.	3	42.8%	4	57.1%						
12. State guidelines on Career Education are not clear to me.	2	28.5%	3	42.8%	1	14.2%			1	14.2%

*Frequency **Frequency Percent

KNOWLEDGE AND ATTITUDE ITEM RESPONSE-ADMINISTRATORS--Continued

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Undecided	
	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %
13. Career education encourages students to drop out and get a job.					2	28.5%	5	71.4%		
14. A room composed of all career material would be beneficial for student use.	2	28.5%	3	42.8%			1	14.2%	1	14.2%
15. Career programs are designed to be taught as separate courses.					3	42.8%	3	42.8%	1	14.2%
16. I agree with State guidelines on Career Education			1	14.2%	1	14.2%	1	14.2%	4	57.1%
17. Our guidance program plays a major role in our career education program.	4	57.1%	2	28.5%					1	14.2%
18. To be successful, a career program needs a full time coordinator in each school.	1	14.2%	4	57.1%			1	14.2%	1	14.2%
19. Career education programs are a waste of time in terms of student interest.					2	28.5%	5	71.4%		
20. Career education is necessary in Kentucky to increase student's awareness of career opportunities.	3	42.8%	4	57.1%						
21. Schools should be responsible for providing career materials to students.	3	42.8%	4	57.1%						
22. State departments should provide monies for schools to provide career materials to students.	3	42.8%	4	57.1%						
23. Career education is only for students who are not capable of regular school work.					1	14.2%	6	85.7%		
24. Career education is the same as vocational education.					2	28.5%	4	57.1%	1	14.2%
25. Career education is for all students.	5	71.4%	2	28.5%						
26. Career exploration is designed to be integrated into regular subject matter classes.	2	28.5%	4	57.1%						14.2%

APPENDIX J

Knowledge and Attitude Item Response-Teachers

KNOWLEDGE AND ATTITUDE ITEM RESPONSE-TEACHERS

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Undecided	
	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %
1. I understand the objectives of the career exploration program at my school.	5	14.7%	22	64.7%	4	11.7%	5	14.7%	3	8.8%
2. Career exploration programs are a waste of time in terms of student interest.	1	2.9%	5	14.7%	13	38.2%	13	38.2%	2	5.8%
3. Career exploration is necessary in Kentucky to increase student's awareness of career opportunities.	6	17.6%	22	64.7%	3	8.8%	3	8.8%		
4. Schools should be responsible for providing career materials to students.	9	26.4%	21	61.7%	3	8.8%			1	2.9%
5. State departments should provide monies for schools to provide career materials to students.	15	44.1%	18	52.9%	1	2.9%				
6. Career exploration is for all students.	5	14.7%	17	50.0%	9	26.4%	1	2.9%	2	5.8%
7. Career exploration is the same as vocational education.			5	14.7%	18	52.9%	9	26.4%	2	5.8%
8. Career exploration is only for students not capable of regular school work.					12	35.2%	22	64.7%		
9. Career exploration is designed to be integrated into regular subject matter classes.	6	17.6%	19	55.8%	4	11.7%	2	5.8%	3	8.8%
10. Career exploration programs are a waste of my time.	3	8.8%	4	11.7%	13	38.2%	12	35.2%	2	5.8%
11. The purpose of the career exploration program at our school is clear to the faculty.	2	5.8%	13	38.2%	10	29.4%	4	11.7%	5	14.7%
12. Planning for the career exploration program takes too much of my time.	2	5.8%	3	8.8%	20	58.8%	6	17.6%	3	8.8%
13. Career education should be a part of all courses in school.	1	2.9%	18	52.9%	8	23.5%	3	8.8%	4	11.7%

*Frequency **Frequency Percent

KNOWLEDGE AND ATTITUDE ITEM RESPONSE-TEACHERS--Continued

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Undecided	
	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %
14. Planning for outside activities for career exploration is often difficult.	9	26.4%	13	38.2%	7	20.5%			5	14.7%
15. Students should be exposed to as many careers as possible.	10	29.4%	20	58.8%	1	2.9%	2	5.8%	1	2.9%
16. My students are more interested in school since beginning the career exploration program.	2	5.8%	7	20.5%	6	17.6%	4	11.7%	15	44.1%
17. I can see no benefit for Jr. High School students from a career exploration program.	2	5.8%	5	14.7%	15	44.1%	8	23.5%	4	11.7%
18. Career exploration makes my classes more interesting and relevant to students.	3	8.8%	13	38.2%	7	20.5%	1	2.9%	8	23.5%
19. The administration supports the career exploration program at our school.	21	60.7%	14	40.0%						
20. Our faculty is enthusiastic about the career exploration program.			11	31.4%	11	31.4%	6	17.1%	7	20.0%
21. Parents are an important part of a successful career program.	3	8.8%	22	62.8%	2	5.7%	1	2.8%	7	20.0%
22. The career curriculum guides from the State do not present enough useable material for students.	10	28.5%	11	31.4%	4	11.4%	2	5.7%	8	22.8%
23. It would be beneficial to see other junior high programs in operation.	5	14.2%	23	65.7%	2	5.7%	3	8.5%	2	5.7%
24. More teacher materials for career exploration are needed.	20	57.1%	12	34.2%	2	5.7%			2	5.7%
25. A room composed of all career exploration materials would be beneficial for student use.	10	28.5%	23	65.7%	1	2.8%	1	2.8%		
26. More money should be available to fund career exploration activities.	13	37.1%	15	42.8%	4	11.4%			3	8.5%

KNOWLEDGE AND ATTITUDE ITEM RESPONSE-TEACHERS--Continued

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Undecided	
	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %
27. "Hands on" experiences are necessary to help students understnad what jobs are about.	10	28.5%	22	62.8%	2	5.7%			1	2.8%
28. Students are reluctant to participate in career exploration projects.	2	5.7%	3	8.5%	14	40.0%	8	22.8%	4	11.4%
29. More time should be spent on the basic subjects and let parents prepare students for the world of work.	3	8.5%	4	11.4%	14	40.0%	7	20.0%	7	20.0%
30. Basic subject matter is hindered by career exploration programs.	2	5.7%	6	17.1%	15	42.8%	4	11.4%	8	22.8%
31. Libraries are not equipped with enough career materials.	8	22.1%	16	45.7%	6	17.1%			5	14.2%
32. Workshops/Inservices in career exploration are vital to a program's success.	9	22.8%	18	51.4%	7	20.0%			1	2.8%
33. Career exploration is designed to be taught as separate courses.	1	2.8%	10	28.5%	13	37.1%	7	20.0%	4	11.4%
34. It is unreasonable for me to have at least one career objective in every unit of study covered in class.	2	5.7%	7	20.0%	14	40.0%	7	20.0%	5	14.2%
35. Career education is helpful in the teaching of basic subjects such as math, english, social studies and science.	2	5.7%	20	57.1%	5	14.2%	4	11.4%	4	11.4%
36. Our guidance program plays a major role in our career exploration program.	5	14.2%	17	48.5%	3	8.5%			9	25.7%
37. Facilitating the career development of students is the counselors job not the teachers.			4	11.4%	20	57.1%	5	14.2%	6	17.1%
38. Career exploration encourages students to dropout and get a job.			1	2.9%	21	60.0%	8	22.8%	5	14.2%

APPENDIX K

Knowledge and Attitude Item Response-Students

KNOWLEDGE AND ATTITUDE ITEM RESPONSE-7TH GRADE STUDENTS

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Undecided	
	Freq	Freq. %**	Freq.	Freq. %	Freq.	Freq. %	Freq.	Freq. %	Freq.	Freq. %
1. School is more interesting since we started talking about different occupations.	19	20.4%	44	47.3%	16	17.2%	9	9.6%	5	5.3%
2. I enjoyed the projects and group activities we did in class about careers.	28	30.1%	38	40.8%	12	12.9%	8	8.6%	7	7.5%
3. Guest speakers aren't interesting.	6	6.4%	14	15.0%	39	41.9%	28	30.1%	6	6.4%
4. We need more field trips to observe people at work at the jobs we studied.	74	79.5%	14	15.0%	3	3.2%	1	1.0%	1	1.0%
5. I learned what skills and education are needed to get a job in the careers I studied.	23	24.7%	46	49.4%	19	20.4%	3	3.2%	4	4.3%
6. I enjoyed my teacher this year.	23	24.7%	46	49.4%	8	8.6%	8	8.6%	8	8.6%
7. Studying about career choices has helped me to understand why my class and school work is important.	23	24.7%	51	54.8%	12	12.9%	5	5.3%	1	1.0%
8. I talked to my parents about my work in careers.	14	15.0%	40	43.6%	24	25.8%	11	11.8%	4	4.3%
9. My teacher enjoyed our class and the projects we did in careers.	8	8.6%	48	51.6%	9	9.6%	3	3.2%	24	25.8%
10. My friends and I talk about future career choices.	10	10.7%	48	51.6%	28	30.1%	7	7.5%		
11. I feel I can talk about my work in career exploration with my teachers.	10	10.7%	42	45.1%	16	17.2%	16	17.2%	8	8.6%
12. My teachers and guidance counselor are helpful with my career exploration work.	10	10.7%	51	54.8%	16	17.2%	5	5.3%	10	10.7%
13. Talking about careers was boring.	5	5.3%	11	11.8%	31	33.3%	41	44.0%	5	5.3%

*Frequency **Frequency Percent

KNOWLEDGE AND ATTITUDE ITEM RESPONSE-8TH GRADE STUDENTS

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Undecided	
	Freq	Frc. %	Frc.	Frc. %	Frc.	Frc. %	Frc.	Frc. %	Frc.	Frc. %
1. School is more interesting since we started talking about different occupations.	18	18.7%	44	45.0%	13	13.5%	6	6.2%	15	15.6%
2. I enjoyed the projects and group activities we did in class about careers.	27	28.1%	52	54.1%	6	6.2%	5	5.2%	5	5.2%
3. Guest speakers aren't interesting	7	7.2%	8	8.3%	40	41.6%	32	33.3%	9	9.3%
4. We need more field trips to observe people at work at the jobs we studied.	60	62.5%	28	29.1%	4	4.1%			1	1.0%
5. I learned what skills and education are needed to get a job in the careers I studied.	28	29.1%	47	48.9%	10	10.4%	5	5.2%	5	5.2%
6. I enjoyed my teacher this year.	29	30.2%	45	46.8%	7	7.2%	7	7.2%	7	7.2%
7. Studying about career choices has helped me to understand why my class and school work is important.	25	26.0%	54	56.2%	4	4.1%	8	8.3%	2	2.0%
8. I talked to my parents about my work in careers.	22	22.9%	48	50.0%	14	14.5%	7	7.2%	5	5.2%
9. My teacher enjoyed our class and the projects we did in careers.	11	11.4%	55	57.2%	3	3.1%	7	7.2%	18	18.7%
10. My friends and I talk about future career choices.	18	18.7%	50	52.0%	17	17.7%	7	7.2%	2	2.0%
11. I feel I can talk about my work in career exploration with my teachers.	16	16.6%	37	38.5%	25	26.0%	5	5.2%	11	11.4%
12. My teachers and guidance counselor are helpful with my career exploration work.	20	20.8%	54	56.2%	4	4.1%	6	6.2%	10	10.4%
13. Talking about careers was boring.	3	3.1%	10	10.4%	39	40.0%	33	34.3%	11	11.4%

*Frequency **Frequency Percent

KNOWLEDGE AND ATTITUDE ITEM RESPONSE-9TH GRADE STUDENTS

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Undecided	
	Fre?	Fre.%	Fre.	Fre.%	Fre.	Fre.%	Fre.	Fre.%	Fre.	Fre.%
1. School is more interesting since we started talking about different occupations.	6	6.4%	48	51.6%	19	20.4%	13	13.9%	7	7.5%
2. I enjoyed the projects and group activities we did in class about careers.	5	5.3%	40	43.0%	29	31.1%	13	13.9%	5	5.3%
3. Guest speakers aren't interesting.	12	12.9%	28	30.1%	36	38.7%	15	16.1%	1	1.0%
4. We need more field trips to observe people at work at the jobs we studied.	57	61.2%	32	34.4%			2	2.1%	1	1.0%
5. I learned what skills and education are needed to get a job in the careers I studied.	14	15.0%	53	56.7%	17	18.2%	5	5.3%	4	4.3%
6. I enjoyed my teacher this year.	24	25.8%	37	39.7%	14	15.0%	12	12.9%	8	8.6%
7. Studying about career choices has helped me to understand why my class and school work is important.	14	15.0%	50	53.7%	23	24.7%	3	3.2%	3	3.2%
8. I talk to my parents about my work in careers.	12	12.9%	50	53.7%	19	20.4%	7	7.5%	5	5.3%
9. My teacher enjoyed our class and the projects we did in careers.	10	10.7%	42	45.1%	14	15.0%	7	7.5%	19	20.4%
10. My friends and I talk about future career choices.	21	22.5%	45	48.3%	12	12.9%	8	8.6%	6	6.4%
11. I feel I can talk about my work in career exploration with my teachers.	9	9.6%	46	49.4%	27	29.0%	7	7.5%	4	4.3%
12. My teachers and guidance counselor are helpful with my career exploration work.	11	11.8%	37	39.5%	17	18.2%	16	17.2%	12	12.9%
13. Talking about careers was boring.	8	8.6%	13	13.9%	33	35.4%	30	32.2%	9	9.6%

*Frequency **Frequency Percent

APPENDIX L

Knowledge and Attitude Item Response-Parents

KNOWLEDGE AND ATTITUDE ITEM RESPONSE-PARENTS

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Undecided	
	Fre.	Fre. %**	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %
1. I am aware of the Career exploration program at my child's school.	20	28.1%	32	45.0%	5	7.0%	1	1.4%	13	18.3%
2. Career exploration programs are a waste of my child's time.	1	1.4%	1	1.4%	23	31.9%	36	50.0%	11	15.2%
3. Career exploration is necessary in Kentucky schools.	29	40.8%	24	33.8%	3	4.2%	1	1.4%	14	19.7%
4. The local schools provide career materials to students.	11	15.4%	27	38.0%	9	12.6%	2	2.8%	22	30.9%
5. In our local schools, career exploration is for all students.	14	19.4%	33	45.8%	6	8.3%	1	1.3%	18	25.0%
6. Career exploration is the same as vocational education in our school.	2	2.8%	18	25.3%	21	29.5%	7	9.8%	23	32.3%
7. Career exploration is for students not capable of regular school work.	2	2.8%	4	5.6%	22	30.9%	32	45.0%	11	15.4%
8. Career exploration should be taught as a separate class.	13	18.3%	25	35.2%	14	19.7%			19	26.7%
9. Our schools provide students with career experiences outside the classroom.	11	15.4%	14	19.7%	17	23.9%	6	8.4%	23	32.3%
10. My child seems more interested in school since becoming involved in the career exploration program.	11	15.2%	19	26.3%	11	15.2%	4	5.5%	27	37.5%
11. My child talks with me about his/her activities in careers.	1	1.4%	38	53.5%	8	11.2%	2	2.8%	11	15.4%
12. My child has talked about future job choices with me since beginning career exploration work.	15	21.4%	30	42.8%	9	12.8%	3	4.2%	13	18.5%

*Frequency **Frequency Percent

KNOWLEDGE AND ATTITUDE ITEM RESPONSE-PARENTS--Continued

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Undecided	
	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %
13. 7th grade is too early for students to begin career exploration.	3	4.1%	7	9.5%	23	31.5%	30	41.0%	10	13.6%
14. Parents should know more about the career exploration program.	30	41.6%	42	58.3%						
15. 8th graders are old enough to begin exploring careers.	19	26.0%	37	50.6%	8	10.9%	5	6.8%	4	5.4%
16. It is important that parents help plan career exploration programs in the schools.	13	18.3%	37	52.1%	7	9.8%	1	1.4%	14	19.7%
17. Helping students with career choices is the job of the guidance counselor not the teacher.	8	11.2%	11	15.4%	22	30.9%	12	16.9%	18	25.3%

APPENDIX M

Knowledge and Attitude Item Response-Business

KNOWLEDGE AND ATTITUDE ITEM RESPONSE-BUSINESS

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Undecided	
	Fre.	Fre. %**	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %	Fre.	Fre. %
1. I am aware of the career education program in the local school.	2	18%	7	63%					3	18%
2. Career education should prepare students for job entry.	4	36%	7	63%						
3. Traditional school settings prepare students sufficiently for job entry.	1	8%			8	66%	2	16%	1	8%
4. As an employer, I am in favor of career education programs.	8	66%	4	13%						
5. The business community should have an active role in the school's career education program.	4	36%	7	63%	1	8%				
6. Career education would not benefit a student entering my line of work.			1	8%	9	69%	3	18%		
7. One benefit of career education is that it enables students to get along with fellow workers.	1	8%	8	66%	2	16%			1	8%
8. A strong career education program better prepares a student for job entry.	4	36%	8	66%						

*Frequency **Frequency Percent

APPENDIX N

Cost Breakdown for Program Implimentation

COST BREAKDOWN FOR PROGRAM IMPLIMENTATION

Inservice

A one week inservice was provided for teachers and administrators at Hebron Junior High School in August, 1973. Twenty teachers and two administrators participated. Teachers were paid a stipend for the weeks participation. Total cost of the inservice was \$1,500.

Equipment - Resource Room

2 Tables	\$ 54.00
1 Bookshelf	23.00
4 Chairs	51.00
View Projector for Microfiche	187.00
Job Experience Kit	140.00
2 Sound Filmstrip Viewers	140.00
Student Headsets (4)	40.00
King Career Comic Books	64.00
2 Study Carolls	105.70
Occupational Library File	<u>400.00</u>
Total	\$1204.95

APPENDIX O

Least Effective Format For Increasing Administrators
Knowledge/Understanding

TABLE 4.14

LEAST EFFECTIVE FORMAT FOR INCREASING ADMINISTRATORS
KNOWLEDGE/UNDERSTANDING OF CAREER EDUCATION

Format	Absolute Frequency	Frequency Percent
Workshop/Inservice		
University Courses	2	28.5%
Professional Meetings	1	14.2%
Professional Literature		
Visits to other Projects		
State Personnel	3	42.8%
Local Central Office	1	14.2%
Local Faculty		
Other		

Need to divide how to present SA data